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ABSTRACT

The print and audiovisual materials in this annotated bibliography are divided into three categories: (1) Those in the implementation section (72 items) give reasons for starting a conflict resolution program and ways in which programs improve school climate. There are also materials on establishing and evaluating programs. (2) The skill building section (92 items) contains materials that teach communication, problem solving, brainstorming, and evaluation skills. Some of the items suggest a unit on conflict without training students to be mediators or conflict managers, and others focus on negotiation instead of mediation. All are specifically concerned about the process of mediation and conflict resolution as traditionally understood. Human relations and problem solving skills are also included in this section. (3) The related fields section (61 items) includes materials that represent more general views of conflict resolution such as peace education or specific aspects such as substance abuse, but all bear directly on conflict resolution training. Annotations are generally brief and include a grade level indication. An appendix lists names and addresses of publishers and distributors. (JB)

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Annotated Bibliography for Teaching Conflict Resolution in Schools

SECOND EDITION

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Annotated Bibliography for Teaching Conflict Resolution in Schools

SECOND EDITION

by Annie Cheatham

prepared with assistance from the Peace Development Fund
January 1989

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Annie Cheatham, Annotated Bibliography for Teaching Conflict Resolution in Schools: Second Edition. Amherst, Massachusetts: National Association for Mediation in Education, 1989.

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The National Association for Mediation in Education is an organization of school officials, teachers, community mediation project staff, university and law school professors, law-related education specialists, and staff of educational organizations from across the country, interested in working with conflict resolution programs in schools and universities.

The goals of NAME are to provide a central clearinghouse on mediation in education and to disseminate information on mediation in the schools through networking of members, a bi-monthly newsletter, development of resource materials, and national conferences.

The newsletter is edited and published for NAME at the Mediation Project at the U. of Massachusetts. **To subscribe, and to become a member of NAME, send your name, address, organization, position and phone to NAME, c/o Mediation Project, 425 Amity St., Amherst, MA 01002 (413) 545-2462. Annual dues are $40 for organizations, $20 for individuals.**

Ann Gibson, Executive Director

The NAME logo is the ninth hexagram of the I Ching, the Chinese Book of Changes. It is called Hsiao Ch'u, the Taming Power of the Small. The commentary reads in part, as follows: "The situation is not unfavorable; there is a prospect of ultimate success, but there are still obstacles in the way, and we can merely take preparatory measures. Only through the small means of friendly persuasion can we exert any influence. It is only through gentleness that this can have a successful outcome. The time has not yet come for sweeping measures. However, we may be able, to a limited extent, to act as a restraining and subduing influence. To carry out our purpose we need firm determination within and gentleness and adaptability in external relations."

FOREWORD

In August 1987, I wrote in my introduction to the First Edition of the Annotated Bibliography for Teaching Conflict Resolution in Schools, "What you hold in your hand is the most comprehensive and up-to-date annotated bibliography yet compiled about school-based mediation and conflict resolution." A year and a half later, I am pleased to say the same about this Second Edition.

The field of teaching conflict resolution skills to students has grown enormously in the last several years. Programs have sprouted in schools around the world and with them have come teaching materials--audio and video cassettes, curricula materials, journal articles, books. Some have been developed by educators, others by publishers. This Second Edition contains almost twice the number of entries as the First Edition, and that growth has taken place in less than two years.

Annie Cheatham has put this Bibliography together for NAME. She has worked tirelessly on this project, as she has on others, and her thoughtfulness, attention to detail, organizational ability and her empathy for the user shine through every page. She brings to this project her clear writing, her own teaching experience and her understanding of and belief in our field. I am also grateful to the Peace Development Fund for the grant that enabled us to proceed with this Second Edition.

In the end, I hope this Bibliography gives you an overview of school-based mediation and conflict resolution materials for students, elementary to university levels. The field is expanding; the materials are excellent. We at NAME are pleased to survey resources and give you this condensed view of what is available. It is our contribution to the challenge of teaching children peace.

Ann Gibson
Executive Director
National Association for Mediation in Education

ACKNOWLEDGMENTS

Annotating is a peculiarly private activity. With each article or book or videocassette, you have to enter the world of the writer or producer and see the world through her/his eyes. It requires tremendous focus, one item at a time, and a particular liking for condensation. I was fortunate, during the writing of this Bibliography, to have the support of several people without which I would not have had the solitude and time necessary to complete the task.

Mary Clare Powell, my longtime collaborator and friend, has discussed many aspects of this project with me. I always rely on her good sense and appreciate how willingly she gives it time and time again.

My thanks to Peter Gutowski of New Century LaserType for his production assistance.

I appreciate how readily the authors, publishers and distributors sent copies of materials for us to review. NAME has a small and modest budget. We could not afford to buy all the materials listed here. Thanks to the publishers and authors, NAME not only has a thorough Bibliography, but also a distinquished library on school-based mediation and conflict resolution.

And finally, thanks to Ann Gibson, Executive Director of NAME, who has supported me in every way through this project. She helped me find materials and make contacts; she led me to new sources; she urged me to rest when I was being buried under piles of paper; she set a reasonable deadline. Her sense of humor always prevailed.

It feels good to come out from behind the books and journals and cassettes. I haven't minded the focus or the search for a few words to summarize volumes. But I am happy to turn it over to you, the educator, who takes it from here. I trust it will be a handy road map.

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INTRODUCTION

A Libra should never be put in charge of a project like this. Too many items to choose from, too many opportunities for cross-indexing, too many category decisions to make. When I compiled the first Annotated Bibliography in the summer of 1987, I was stunned by the amount of material. This time out, less than two years later, I am still surprised by the proliferation of school mediation curricula, journal articles and videotapes. The whole field, from school yard to publishing house, is exploding.

My mission impossible (which I agreed to undertake) was to structure this explosion. I had to shape the material into content areas which would make sense to educators. In spite of my difficulty with decision making (a Libraesque trait), I have shoved these materials into categories. Some went along without complaint. Others were not so compliant. Imperfection is the name of the game when you are trying to make order out of overlapping information, but I did the best I could.

Since I've been a teacher (middle school English and Social Studies), I kept asking myself how I would use this information if I were teaching a class. The decisions about where to put things and how to cross-index weren't easy, but it helped having real teachers in mind who might be thumbing through this document with real fingers.

The content areas are divided into three sections--Implementation, Skill Building and Related Areas. If you want to start a conflict resolution program in your school or teach a unit on conflict in your classroom, begin with the Implementation section. Materials there will give you reasons for starting a program and ways in which programs improve school climate. There are also sections on establishing and evaluating programs which include nuts and bolts stuff like parental permission slips, sample agendas, student mediator certificates.

The Skill Building section is the biggest of the three with lots of cross-indexing. Teaching Conflict Resolution Skills lists materials which teach communication, problem solving, brainstorming, and evaluation skills--the usual ingredients for any mediation. Some of the items suggest a unit on conflict without training students to be mediators or conflict managers, and others focus on negotiation instead of mediation. All are specifically about the process of mediation and conflict resolution as traditionally understood. Human relations and creative problem solving skills are also included with this section.

The third section, Related Fields, includes materials which represent more general views of conflict resolution like peace education, or specific aspects like substance abuse. And each of them has been developing for some time. But the materials I have listed in this section bear directly on conflict resolution training.

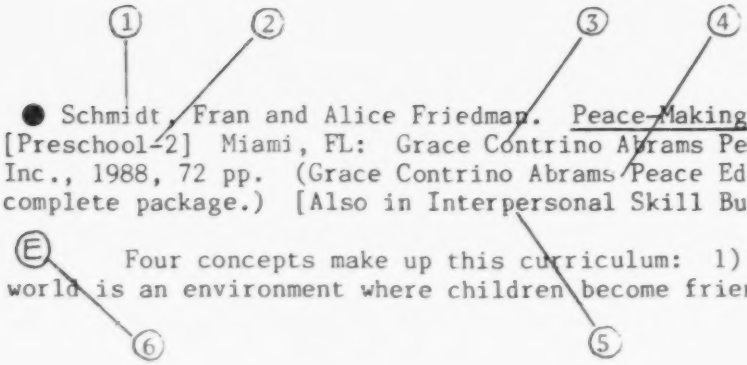
A document of this kind is only as good as its editor. I have my prejudicies. I dislike unclear directions, jargon, foggy sentences. I warm to writers and publishers who care about their audiences and speak directly to them. I am not impressed by slick presentation unless the content is substantive and sound. I am equally unimpressed by sloppy presentation even if the information is good. I have not been as critical as I might have been on some items, but my task here was not to critique, but to present. I have pointed out the truly excellent (in my view) items by including subjective comments, though not all of the best stuff got such a visible pat on the back. I have tried to be fair and keep in mind my task. You will find my voice if you read enough of these entries and may be able to sniff out my likes and dislikes. If you wonder, give me a call.

The worse part about our "information age" is that there is too much information and not enough wisdom. With any luck, this document will help you sort through the growing stack of material about school mediation and find some wisdom about teaching children to get along with each other. If I have done anything to support you in this endeavor, it was my pleasure.

Annie Cheatham
Amherst, Massachusetts
January 4, 1988

THE BIBLIOGRAPHY

HOW TO USE THIS BIBLIOGRAPHY


1
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● Schmidt, Fran and Alice Friedman. Peace-Making Skills for Little Kids. [Preschool-2] Miami, FL: Grace Contrino Abrams Peace Education Foundation, Inc., 1988, 72 pp. (Grace Contrino Abrams Peace Education Foundation, $49.95 complete package.) [Also in Interpersonal Skill Building]
E
Four concepts make up this curriculum: 1) The basis for a peaceful world is an environment where children become friends, learn to work and play...
6
5

(1) Authors. (Indexed in the back of the Bibliography)

(2) Grade level.

(3) The publisher.

(4) The distributor and cost of the document. Cost usually does not include postage and handling, so expect to pay more for each item. (Distributors indexed in back of Bibliography.)

(5) Cross index.

(6) Grade level notation. (See below.)

(E) = Elementary School (may also include Preschool). Ages 5-11.

(EM) = Elementary and Middle School. Ages 6-14.

(M) = Middle School. Ages 12-14.

(MH) = Middle and High School. Ages 12-18.

(H) = High School. Ages 15-18.

(U) = University. Ages 18-Adult.

(MHU) = Middle School, High School and University. Ages 12-21.

(HU) = High School and University. Ages 15-21.

(ALL) = Not specific to any age group. Applicable to all.

SECTION I

IMPLEMENTATION

Rationale for Starting a Program

Improving School Climate

Setting Up a Program

Evaluating School Programs

RATIONALE FOR STARTING A PROGRAM

● Bowman, Jr., Richard F. "Teaching in Tomorrow's Classrooms." Educational Forum, Vol. 49, No. 2, Winter 1985, pp. 241-248. (NAME, $.75)

(ALL) A look at the kinds of skills students will need for the future. The author, a futurist, lists six: develop interdependent roles and relationships, affirm community and global interdependence, tolerate diversity, welcome questions and uncertainity, value "fixability," and be adaptable.

● Cahoon, Peggy. "Mediator Magic." Educational Leadership, December 1987/January 1988, pp. 92-94. (NAME, $1.00)

(E) The principal of a Las Vegas elementary school describes her school's conflict resolution program. A good look at a program from an administrator's perspective.

● Cheatham, Annie. "Peaceful Playgrounds: Teaching Children Conflict Resolution." woman of power, Issue 10, Summer, 1988, pp. 24-29. (NAME, $2.00)

(ALL) Interviews with eight leaders in school mediation--their insights and perspectives about programs and conflict resolution's place in schools.

● Cheatham, Annie. "Peaceful Playgrounds." Fellowship, September 1988, pp. 12-15. (NAME, $1.00)

(ALL) Another version, edited differently, of the article above.

● Coerr, Eleanor. "Students Keep Peace in School." The New English Classroom, No. 203, August 1986, pp. 28-29. (NAME, $.25)

(E) An article about the School Initiatives Program [Community Board Program] in San Francisco. A brief description of Conflict Managers, their training and function.

● Davis, Albie M. "Dispute Resolution at an Early Age." Negotiation Journal, July 1986, pp. 287-297. (NAME, $1.50) [Also in Setting Up a Program]

(EM) An overview of school-based mediation programs like New York's SMART and San Francisco's School Initiatives Program [Community Board Program]. Characteristics of successful programs, common themes and objectives for school-based projects.

● Davis, Albie and Kit Porter. "Dispute Resolution: The Fourth 'R'." Missouri Journal of Dispute Resolution, Vol. 1985, pp. 121-139. (NAME, $4.00) [Also in Setting Up a Program]

(ALL) History of mediation in schools, reasons why mediation training can help students improve communication and thinking skills, learn citizenship, take more responsibility for discipline. Also includes sections about start-up, program design, selection of students, training and evaluation.

● Davis, Albie and Kit Porter. "Mediation in the Schools." NIJ Reports (National Institute of Justice), September 1985, p. 8. (NAME, $.50)

(H) A description of the student mediation program at Farrington High School in Hawaii.

● Davis, Albie and Kit Porter. "Tales of Schoolyard Mediation." Update on Law-Related Education, Vol. 9, No. 1, Winter 1985, p. 20. (NAME, $2.25)

(ALL) An article about successful school-based mediation programs around the United States. Includes a list of ten reasons for instituting a school-based program and a list of resources.

● De Cecco, John P. and Gary A. Schaeffer. "Using Negotiation to Resolve Teacher-Student Conflicts." Journal of Research and Development in Education, Vol. II, No. 4, 1978, pp. 64-77. (NAME, $2.75) [Also in Improving School Climate]

(ALL) The authors cite four reasons why negotiation training should be introduced in schools: (1) violence and vandalism are increasing; (2) research shows that junior and senior high school students understand their democratic rights; (3) courts are insisting that schools treat student offenders democratically; and (4) students can learn negotiation skills to resolve conflicts. They then build their case supporting these points.

● Deutsch, Morton. "Conflict Resolution: Theory and Practice." Inaugural Lecture as Edward Lee Thorndike Professor of Psychology and Education, Teacher's College, Columbia University, April 22, 1982, 29 pp. (NAME, $4.00)

(ALL) An enthusiastic endorsement by the father of cooperative education for conflict resolution training in schools. His views on cooperation and competition, the inevitability of conflict, on distributive justice, and his proposals for school-based programs.

● Deutsch, Morton. "The Social-Psychological Study of Conflict: Rejoinder to a Critique." European Journal of Social Psychology, Vol. 4, 1974, pp. 441-456. (NAME, $2.00)

(ALL) The article is a response to a critique of the way social psychology has studied conflict. Deutsch, a leader in the field of educational psychology and founder of the cooperative education movement, reviews the history of American social psychology, the meaning of "conflict resolution," and other matters.

● Dittrich, Sandi. "Conflict Resolution: A Place in the Classroom." Friends Journal, April 15, 1987, p. 12. (NAME, $.25)

(ALL) An article about the author's conflict management workshops with students and her belief that students can learn nonviolent methods for interacting.

● Dullea, Georgia. "For the Conflict of Youth, Help From a Peer." New York Times, February 9, 1987, Page 1. (NAME, $.25)

(ALL) An article about New York City's Project SMART and other peer counseling programs around the country. Quotes from Morton Deutsch, Columbia Teachers College, and Robert Bowman, editor of Peer Facilitator Quarterly.

● Kestner, Prudence B., Unyong Kim and Judy Devonshire, Eds. Education and Mediation: Exploring the Alternatives. Washington, DC: American Bar Association, 1988, 427 pp. (American Bar Association, $15.00) [Also in Setting Up a Program]

(ALL) A compiliation of papers presented at the National Conference on Education and Mediation held in April 1988. Also includes articles previously published in the field. The editors have included a section on implementation using materials from several school programs. Their bibliography is annotated.

● Kirsch, Arlene and Nancy Merino. "Mediation: Better Ways to Resolve Conflict." Thrust, September 1986, pp. 30-31. (NAME, $.50) [Also in Improving School Climate]

(ALL) An editorial arguing that it is the responsibility of schools to model the skills and techniques of peaceful, non-adversarial conflict resolution to school-aged children. Merino is developing programs for San Diego schools.

● Koch, Moses S. and Suzanne Miller. "Resolving Student Conflicts with Student Mediators." Principal, Vol. 66, No. 4, March 1987, pp. 59-62. (NAME, $1.50) [Also in Setting up a Program]

(M) Addressed to administrators interested in starting a "mediated dispute resolution" (MDR) program. Examples from the program at Gilmore Middle School in Racine, Wisconsin. Some statistics. A clear statement about the need for and success of school-based mediation projects.

● Koch, Moses S. "Schools Can Replace Gladiators with Mediators." Education Week, April 2, 1986, p. 28. (NAME, $.25)

(ALL) An editorial about school-based mediation projects, specifically New York's SMART program.

● Markwood, Alan J. "Adolescence, Negotiation, and Mediation." Self-published, 1988, 48 pp. (NAME, $6.00)

(ALL) A good examination of negotiation and mediation in the context of adolescent development. Differences between collaborative and competitive negotiation are described. The author draws clear distinctions between mediation and negotiation and supports the use of mediation in schools.

● Meredith, Nikki. "Kids, Communication, and Compromise." Parenting, August 1987, pp. 63-66. (NAME, $1.25)

(ALL) This article deals with school-based mediation programs. Interviews with Myrna Shure, William Kriedler, Charlotte Burchard and Ann Gibson. Good overview.

● "Peer Mediation: Small Investments Can Mean Big Gains." Nation's Schools Report, Vol, 13, No. 18, November 9, 1987, p. 1. (NAME, $.75) [Also in Improving School Climate]

(M) Part II of a two part series in Nation's Schools Report. Discussion of Gilmore Junior High School's mediation program which was established to cope with physical and verbal fights. The program's director, Suzanne Miller, tells how effectively the program has improved the school's climate.

● Roderick, Tom. "Johnny Can Learn to Negotiate." Educational Leadership, December 1987/January 1988, pp. 86-90. (NAME, $1.25)

(ALL) Excellent article about school mediation programs. History of the movement, good resource list and evaluation of programs around the US.

● "Schools Borrowing Successful Idea from Labor Negotiations." Nation's Schools Report, Vol. 13, No. 17, October 26, 1987, p. 1. (NAME, $.75) [Also in Improving School Climate]

(ALL) The first of a two part series on school mediation. This article outlines the principles of peer mediation and its impact on school climate.

● Stichter, Charlotte. "When tempers flare, let trained student mediators put out the flames." American School Board Journal, March 1986, pp. 41-42. (NAME, $.50)

(ALL) Another article about New York's Project SMART and San Francisco's School Initiatives Program [Community Board Program]. Interviews with directors and former directors, recommendations for starting programs.

● Sturz, Herbert. "A Safety Valve for Violent Schools." New York Times, November 28, 1988, Editoral Page. (NAME, $.25)

(H) Description of the conflict resolution program at Bryant High School in Long Island City and its success at cutting suspensions and fighting.

IMPROVING SCHOOL CLIMATE

● Baruth, Leroy G. and Daniel G. Eckstein. The ABC's of Classroom Discipline. Second Edition. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976, 1982, 160 pp. (Kendall/Hunt, $13.95)

(ALL) This book grew out of frustration about the breakdown of classroom discipline and the sense that something needed to be done to find effective methods. The book offers a practical approach, accepts the inevitability of conflict in the classroom, and uses real life situations to explore alternatives.

● Conroy, Mary. "Making Our Schools Work Better." Better Homes and Gardens, November 1988, pp. 63-65. (NAME, $.25)

(ALL) New ideas for improving school climate in American schools, including conflict resolution programs.

● De Cecco, John P. and Gary A. Schaeffer. "Using Negotiation to Resolve Teacher-Student Conflicts." Journal of Research and Development in Education, Vol. II, No. 4, 1978, pp. 64-77. (NAME, $2.75)
[Also in Rationale for Starting a Program]

(ALL) The authors cite four reasons why negotiation training should be introduced in schools: (1) violence and vandalism are increasing; (2) research shows that junior and senior high school students understand their democratic rights; (3) courts are insisting that schools treat student offenders democratically; and (4) students can learn negotiation skills to resolve conflicts.

● Distenfeld, Joy and Don Richardson. "Innovative Ways of Using Staff Members: The Role of the School Psychologist." NASSP Bulletin, Vol. 67, No. 463, May 1983, pp. 105-109.

(ALL) The school psychologist can do much to help with conflict resolution and group processes. Examples are provided applying a psychologist's skills to teacher/student, parent/teacher, and student/student conflicts.

● Fenton, Edwin and Elsa R. Wasserman. A Leader's Guide to Improving School Climate Through Implementing the Fairness Committee: A Manual for Students and Teachers. Cambridge, MA: Moral Education Resource Fund, 1985, 75 pp. (Moral Education Resource Fund, $12.00) [Also in Setting Up a Program]

(H) A fairness committee consists of ±15 people--students, teachers, administrators--who are either chosen or elected. They work to improve school climate by improving the quality of relationships. The manual has two parts: (1) a teaching guide for leaders of training workshops; and (2) a workbook text for workshop participants. Each part is divided into 15 sections for use in five meetings. Major topics include understanding the term "fairness," developing interviewing and listening skills, and defining the parameters of a fairness committee.

● Fish, Kenneth L. Conflict and Dissent in the High School. New York: The Bruce Publishing Company, 1970.

(H) Based on the author's nationwide study of student unrest, this book sets out to show that all individuals with a stake in the success of education must also take responsibility for creating that success. As a former high school principal, Fish speaks from experience. He understands the pressures and traumas in schools and the challenge of making them positive places of learning.

● Glasser, William. Schools Without Failure. New York: Harper and Row Publishers, 1969.

(ALL) A classic book about the reasons children fail in schools. This book was the forerunner of much work now going on. In it, Glasser insists that problem-solving, peer counseling and peer management of conflict, tolerant attitudes about others, among other concepts, are the bases on which to build successful schools.

● Gordon, Thomas. Teacher Effectiveness Training. New York: Wyden Press, 1974, 366 pp.

(ALL) Like Parent Effectiveness Training, this book suggests ways to improve school climate by using active listening, modifying the environment, and enlarging areas of acceptable behavior.

● Hawley, Robert C. and Isabel L. Achieving Better Classroom Discipline. Amherst, MA: Education Research Associates, 1981, 106 pp. (Educational Research Associates, $12.95)

(ALL) Step-by-step methods for reducing conflict in the classroom. Chapters about personal power, dealing with problem behaviors and logical consequences of better discipline.

● Kirsch, Arlene and Nancy Merino. "Mediation: Better Ways to Resolve Conflict." Thrust, September 1986, pp. 30-31. (NAME, $.50)
[Also in Rationale for Starting a Program]

(ALL) An editorial arguing that it is the responsibility of schools to model the skills and techniques of peaceful, non-adversarial conflict resolution to school-aged children. Merino is developing programs for San Diego schools.

● Nicholson, George, Ronald Stephens, Rory Elder, and Vicky Leavitt. "Safe Schools: You Can't Do It Alone." Phi Delta Kappan, Vol. 66, March 1985, pp. 491-496. (NAME, $1.50)

(ALL) The authors insist that productive schools require positive and safe school climates. They explore six areas that create such environments: leadership, discipline, security, attendance, conflict management and curriculum. They suggest cooperative projects between schools and cooperating agencies and community volunteers, as well as law-related educational programs.

● "Peer Mediation: Small Investments Can Mean Big Gains." Nation's Schools Report, Vol, 13, No. 18, November 9, 1987, p. 1. (NAME, $.75)
[Also in Rationale for Starting a Program]

(M) Part II of a two part series. Discussion of Gilmore Junior High School's mediation program which was established to cope with physical and verbal fights. The program's director tells how effectively the program has improved the school's climate.

● Purkey, Stewart C. and Marshall S. Smith. "Too Soon to Cheer? Synthesis of Research on Effective Schools." Educational Leadership, December 1982, pp. 64-69. (NAME, $1.00)

(ALL) A review of literature on school effectiveness. The authors argue that academically effective schools are distinguished by their culture: structure, process and climate of values, and norms which channel staff and students in the direction of successful teaching and learning. Management of conflict is one aspect of this positive climate.

● Schmuck, Richard, Mark Chesler and Ronald Lippitt. Problem Solving to Improve Classroom Learning. Chicago, IL: Science Research Associates, Inc., 1966.

(ALL) This booklet is one of three "teacher resource booklets on classroom social relations and learning" researched by a team of social scientists and educational specialists at the Center for Research on Utilization of Scientific Knowledge at the University of Michigan. Problem Solving describes the problem-solving sequence--from perception of classroom difficulties to evaluation of remedial action. Some contents include Identifying and Diagnosing Classroom Problems, Teaching Practices to Improve Classroom Atmosphere, and Four Case Studies. Other titles in the series are Diagnosing Classroom Learning Environments and Role-Playing Methods in the Classroom.

● "Schools Borrowing Successful Idea from Labor Negotiations." Nation's Schools Report, Vol. 13, No. 17, October 26, 1987, p. 1. (NAME, $.75) [Also in Rationale for Starting a Program]

(ALL) The first of a two part series on school mediation. This article outlines the principles of peer mediation and its impact on school climate.

SETTING UP A PROGRAM

● "Beginning with the Children." New York, NY: Educators for Social Responsibility Metro, 1988, videocassette, 27 minutes. (Educators for Social Responsibility Metro)

(EM) An excellent videotape describing the peace education program in New York City's Community District 15. Program designers focus on conflict resolution, showing classroom discussions and outlining curricula procedures. Testimony from adults and children laud the program and its results.

● Cameron, Jan and Ann Dupuis. The Implementation of a School Mediation Service at Hagley High School, Phase I: 1987 (1988, 31 pp.); Finding Its Feet: The Hagley High School Mediation Service, Phase II: February-June 1988, 1988, 28 pp.; Final Report of the Hagley High School Mediation Programme Evaluation, 1989. Christchurch, New Zealand: University of Canterbury Sociology Department. (University of Canterbury, Phase I=$3.00, Phase II=$3.00, Evaluation=$12.00) [Also in Evaluating School Programs]

(H) These reports on a pilot high school mediation program thoroughly outline steps to implementation. They address questions about appropriateness of mediation in some cases, the program's impact, and evaluation. Particularly helpful to high school teachers.

● Cheatham, Annie. Directory of School Mediation and Conflict Resolution Programs. Amherst, MA: National Association for Mediation in Education, 1988, 169 pp. (NAME, $12.50)

(ALL) A comprehensive overview of over 200 school programs in the US, Canada and in England. Each profile includes a brief history, a description of training methods, curricula and consulting resources used and available to others, and funding sources. Extensively indexed for easy access. Valuable for anyone starting a program.

● Cohen, Richard. "School Based Mediation Programs: Implementation Overview." Cambridge, MA: School Mediation Associates, 1988. (NAME, $.50)

(ALL) A list of implementation steps for starting a conflict resolution program. Clear and direct.

● Cohen, Richard. "School-Based Mediation Programs: Obstacles to Implementation." NAME News, Vol. 10, Spring 1987, pp. 1-4. (NAME, $.75)

(ALL) A realistic look at the obstacles facing anyone wanting to start a school-based mediation program. Not discouraging.

● Cohen, Richard. "School Mediation Program Development: Implementation Checklist." Cambridge, MA: School Mediation Associates, 1987, 5 pp. (NAME, $1.50)

(ALL) A simple, thorough and clear checklist for anyone starting a program. Lists issues to be considered, such as coordinator's role, training, funding, timing of mediation sessions, confidentiality, follow-up and evaluation. Nothing left out. An excellent tool for start-up.

● Davis, Albie M. "Dispute Resolution at an Early Age." Negotiation Journal, July 1986, pp. 287-297. (NAME, $1.50) [Also in Rationale for Starting a Program]

(ALL) An overview of school-based mediation programs like New York's SMART and San Francisco's School Initiatives Program [Community Board Program]. Characteristics of successful programs, common themes and objectives for school-based projects.

● Davis, Albie and Kit Porter. "Dispute Resolution: The Fourth 'R'." Missouri Journal of Dispute Resolution, Vol. 1985, pp. 121-139. (NAME, $4.00) [Also in Rationale for Starting a Program]

(ALL) History of mediation in schools, reasons why mediation training can help students improve communication and thinking skills, learn citizenship, take more responsibility for discipline. Also includes sections about start-up, program design, selection of students, training and evaluation.

● Davis, Barbara and Paul Godfrey. Fuss Busters Teachers Guide. [1-6] Asheville, NC: The Mediation Center, 1988, 43 pp. (NAME, $10.00) [Also in Teaching Conflict Resolution Skills]

(E) A manual for elementary school teachers who want to implement Fuss Busters Peer Mediator projects. Its premise is that children, given the necessary instruction and direction, are capable of solving their own problems. The first part explores conflict, feelings, communication and anger. Part II gets down to the ABC's of solving conflicts--setting the stage, asking questions, brainstorming, choosing solutions that work for all. Exercises are scattered throughout as are role play suggestions. The manual is well written and directions are easy to follow.

● Einstein-Gordon, Vivian. "The Chicago Model and Beyond." The Fourth R, Vol. 13, Feb/Mar 1988, p. 3. (NAME, $.50)

(H) An article by a pioneer in school mediation discusses how she developed a program on conflict resolution for all tenth graders in Chicago. Then she suggests how her experience can be translated to other schools.

● Fenton, Edwin and Elsa R. Wasserman. A Leader's Guide to Improving School Climate Through Implementing the Fairness Committee: A Manual for Students and Teachers. Cambridge, MA: Moral Education Resource Fund, 1985, 75 pp. (Moral Education Resource Fund, $12.00) [Also in Improving School Climate]

(H) A fairness committee consists of ±15 people--students, teachers, administrators--who are either chosen or elected. They work to improve school climate by improving the quality of relationships. The manual has two parts: (1) a teaching guide for leaders of training workshops; and (2) a workbook text for workshop participants. Each part is divided into 15 sections for use in five meetings. Major topics include understanding the term "fairness," developing interviewing and listening skills, and defining the parameters of a fairness committee.

● Girard, Kathryn, Janet Rifkin and Annette Townley. Peaceful Persuasion: A Guide to Creating Dispute Resolution Programs on College Campuses. Amherst, MA: University of Massachusetts Mediation Project, 1986, 132 pp. (Mediation Project, $15.95)

(U) This is a technical assistance manual for college administrators interested in starting a mediation program on campus. The manual gives an overview of alternative dispute resolution techniques; provides guidelines for determining a program's focus, priorities and goals; and gives a step-by-step guide to planning and instituting a program. There is also information for staff of existing programs--legal issues, program expansion, selection and evaluation of mediators, and training ideas.

● Hale, Sheila J. A Mediation Program Model for the University of Oregon. Self-published, 1987, 131 pp. (Hale, $8.00)

(U) A good case for a university level mediation program. The author examines mediation in general, then relates it to the University of Oregon's needs. Obviously, the material is specific to that University, but the conclusions are applicable to other institutions of higher education.

● Holland, Penny. "Statewide Institutionalization in New Mexico." The Fourth R, Vol. 13, Feb/Mar 1988, p. 1. (NAME, $.50)

(ALL) By 1988, over 60 schools in New Mexico had conflict resolution programs in place. This article describes how the New Mexico Center for Dispute Resolution worked with school administrators and state legislators to put those programs in place.

● "How to 'Sell' Mediation to a School Community." Ithaca, NY: Community Dispute Resolution Center, 1988. A packet of materials. (NAME, $15.00)

(ALL) The Community Dispute Resolution Center has introduced conflict resolution to schools in its area since the early 1980's. But they have always sought to have the schools take control of the programs after a period of time. In an effort to help others understand the importance of school "ownership," they have developed this packet of materials. It contains suggestions for setting up and working with a school advisory committee. The packet includes sample agendas for planning sessions, suggested time lines, letters of agreement, notices to families, recruiting forms, teacher questionnaires, family permission slips, and press releases, among others.

● Kestner, Prudence B., Unyong Kim and Judy Devonshire, Eds. Education and Mediation: Exploring the Alternatives. Washington, DC: American Bar Association, 1988, 427 pp. (American Bar Association, $15.00) [Also in Rationale for Starting a Program]

(ALL) A compiliation of papers presented at the National Conference on Education and Mediation held in April 1988. Also includes articles previously published in the field. The editors have included a section on implementation using materials from several school programs. The bibliography is annotated.

● "Kids Mediating Kids' Disputes." Racine, Wisconsin: Suzanne Miller, 1988, videocassette, 27 minutes. (Miller, $35.00 purchase)

(M) This videocassette gives reasons to establish a mediation program in a junior high school, then student mediators explain how the program is designed. A mock mediation illustrates the process.

● Koch, Moses S. and Suzanne Miller. "Resolving Student Conflicts with Student Mediators." Principal, Vol. 66, No. 4, March 1987, pp. 59-62. (NAME, $1.50) [Also in Rationale for Starting a Program]

(M) Addressed to administrators interested in starting a "mediated dispute resolution" (MDR) program. Examples from the program at Gilmore Middle School in Racine, Wisconsin. Some statistics. A clear statement about the need for and success of school-based mediation projects.

● Lodato, Francis J. "Developing Conflict Resolution Skills." Momentum, Vol. 13, No. 2, May 1982, pp. 25-27.

(E) Provides a rationale and suggests an approach for incorporating conflict resolution skills and insights into the elementary school social science curriculum.

● Lynch, Judith. "Institutionalization in California." The Fourth R, Vol. 13, Feb/Mar 1988, p. 5. (NAME, $.50)

(ALL) Outline of the public policy initiatives in California supporting conflict resolution in schools.

● Magner, Clement L. Development of a Teacher Training Module to Implement a Student Peer Mediation Program in Milwaukee's Secondary Schools. [7-12] Self-published, 1988, 100 pp. (Magner, $25.00)

(MH) This report to the Milwaukee Public Secondary Schools explains how to establish peer mediation programs. It includes steps for team building, communication and problem solving skill-building and group process techniques. Appendices include sample forms for student mediators and worksheets.

● Main, Allen P. and Albert E. Roark. "A Consensus Method to Reduce Conflict." Personnel and Guidance Journal, Vol. 53, No. 10, June 1975, pp. 754-759.

(ALL) Describes a five-step method of conflict reduction suitable for guidance counselors. Presents the model in how-to-do-it fashion and supplements it with illustrations. Reactions from eight counselors who used the model in 37 cases and responses of participating students.

● "Project SMART: School Mediators' Alternative Resolution Team." New York, NY: Victim Services Agency, 1987, 11 pp. (NAME, $2.50)
[Also in Teaching Conflict Resolution Skills]

(MH) A packet of materials describing one of the oldest programs in the United States. Descriptions of training procedures, classroom seminars and staffing are included along with several New York Times articles about SMART programs.

● Ray, Larry, Prue Kestner and Larry Freedman. Mediation in the Schools: A Report, Directory and Bibliography. Washington, DC: American Bar Association, 1985, 115 pp. (American Bar Association)

(ALL) The National Association for Mediation in Education (NAME), the National Institute for Dispute Resolution and the ABA collaborated to create this report, directory and bibliography. Because school-based mediation is growing so fast however, this book is already out of date. Nevertheless, it gives a good overview of the field as of early 1985.

● Starting a Conflict Managers Program. [K-12] San Francisco, CA: Community Board Program, 1986, 85 pp. (Community Board Program, $25.00)

(E) Divided into three sections--Implementation Steps, Bi-Weekly Meetings and Appendix--this manual is another comprehensive publication from the Community Board Program. It moves step by careful step through the process of implementing a conflict manager program. The Appendix (half of the book) offers sample forms for parental permission, meeting agendas, teacher questionnaires, conflict managers' schedules and reports, student evaluations among others.

EVALUATING SCHOOL PROGRAMS

● Cameron, Jan and Ann Dupuis. The Implementation of a School Mediation Service at Hagley High School, Phase I: 1987 (1988, 31 pp.); Finding Its Feet: The Hagley High School Mediation Service, Phase II: February-June 1988, 1988, 28 pp.; Final Report of the Hagley High School Mediation Programme Evaluation, 1989. Christchurch, New Zealand: University of Canterbury Sociology Department. (University of Canterbury, Phase I=$3.00, Phase II=$3.00, Evaluation=$12.00) [Also in Setting Up a Program]

(H) These reports on a pilot high school mediation program thoroughly outline steps to implementation. They address questions about appropriateness of mediation in some cases, the program's impact, and evaluation. Particularly helpful to high school teachers.

● Koch, Moses S. "Resolving Disputes: Students Can Do It Better." Bulletin: The Journal of Middle Level and High School Administrators, January 1988, pp. 16-18. (NAME, $.50)

(MH) A report on recent evaluations of conflict resolution programs. Good list of objectives for a conflict resolution program.

● Lam, Dr. Julie. "The Impact of Conflict Resolution Programs on Schools: A Review and Synthesis of the Evidence." Amherst, MA: National Association for Mediation in Education, 1987, 28 pp. (NAME, $5.00)

(ALL) An excellent analysis of evaluation data from six school programs. Draws comparisons, suggests options for schools wishing to measure impact, and gives a broad sense of how programs differ and are similar.

● Lam, Julie. "School-Based Mediation Research: Results, Suggestions and New Directions." The Fourth R, Vol. 15, June/July 1988, p. 1. (NAME, $1.00)

(ALL) A summary of her previously published "Impact" article (see above) with additional guidelines for research. Excellent, as usual.

● Lynch, Judith. "California Youth Rehabilitation/Treatment Facilities: Evaluation of Training." The Fourth R, Vol. 15, June/July 1988, p. 4. (NAME, $1.00) [Also in Dropout Prevention and Substance Abuse]

(ALL) An overview of the Community Board Program's efforts in six California youth rehabilitation and treatment facilities. A summary of an evaluation of the programs' impact.

● Markwood, Alan J. "Negotiated Conflict Resolution Comes to School: A Survey of Nine Examples." Self-published, 1988, 50 pp. (NAME, $6.50)

(ALL) The author reviews and analizes nine books, curricula guides and school programs. He covers five aspects of each including content and evaluation. This is a good review of nine often-used program models and curricula.

● McCormick, M. Melissa. Mediation in the Schools: An Evaluation of the Wakefield Pilot Peer-Mediation Program in Tucson, Arizona. Washington, DC: American Bar Association, Dispute Resolution Series, No. 5, 1988, 117 pp. (American Bar Association, $8.50)

(M) Wakefield Junior High School is located in a predominantly Mexican/American area of Tucson. For the past five years, Wakefield has been below the district's average for number of students suspended for fighting, but like all junior high schools in Tucson, it has had an increase of such suspensions. Results from this study show that the peer mediation program has been responsible for a 47% diminution of in-school conflicts. The author explains the program, her research design and methodology, and her findings. She is not uncritical, but she is fair. Overall the program is a success and McCormick pinpoints why.

SECTION II

SKILL BUILDING

Teaching Conflict Resolution Skills

Interpersonal Skill Building

Creative Problem Solving

TEACHING CONFLICT RESOLUTION SKILLS

● Alternative Solutions for Kids, Primary Level (1-3), 83 pp. and Alternative Solutions for Kids, Upper level (4-6), 61 pp. Providence, Rhode Island: Sojourner House, Inc., 1986. (Sojourner House, $75.00) [Also in Creative Problem Solving]

(E) The A.S.K. Program (Alternative Solutions for Kids) is designed to guide elementary level children through the process of learning social problem solving skills. This process includes 5 steps: recognizing and naming the problem, deciding on a desired outcome, generating alternative solutions, deciding on which solutions will work, picking a solution and trying it. Specific lesson plans, scripted for teachers. Supplementary materials suggested including puppets, posters and role plays.

● Berg, Marlowe. "Conflict Encounters: Strategy for the Elementary Classroom." California Council for the Social Studies Review, Vol. 14, No. 2, Winter 1974, pp. 18-19.

(E) How to design and implement a gaming strategy for aiding elementary students in conflict situations.

● Carpenter, Susan. A Repertoire of Peacemaking Skills. Peace Education Network of the Consortium on Peace Research, Education and Development (COPRED), 1977, 60 pp. (COPRED, $5.25) [Also in Peace Education]

(EM) The author sent a questionnaire to people working in peace-related fields and asked them to identify skills which they felt were important to peacemaking activities. This booklet is a compilation of their responses. The manual lists skills in six major categories: personal skills like patience, empathy, flexibility, assertiveness; clear and simple communications skills; analysis skills like problem identification and information gathering and processing; imaging skills; strategy skills like planning and implementation; education and training skills. Activities to learn and practice these skills abound. And the annotated bibliography and lists of resources are helpful.

● Cheatham, Annie. "Teaching and Practicing Mediation: Finding the Congruence." The Fourth R, Volume 14, April/May 1988, p. 6. (NAME, $.50)

(ALL) How to practice what you preach. Four principles of mediation followed by ways in which training sessions can model those principles.

● Classroom Conflict Resolution Training for Elementary Schools. [3-6] San Francisco, CA: Community Board Program, undated, 41 pp. (Community Board Program, $10.00)

(E) This manual, written by the people who started the "Conflict Manager" programs in San Francisco, is a nuts and bolts unit on conflict resolution. It doesn't have a slick, ready-to-copy format, but good exercises are abundant. Divided into two parts--communication skill building and conflict resolution skill building, the manual progresses through good listening and identification of feelings to I-statements and conflict observation. It ends with exercises on making good resolutions and ideas for conflict resolution skits. A companion to Conflict Managers Training Manual for Grades 3-6 (see below).

● Cohen, Richard. "Training Teachers and Students Together." The Fourth R, Volume 14, April/May 1988, p. 4. (NAME, $.75)

(ALL) A list of reasons why training students and teachers together is good for a school mediation program and good for the trainees. Also a description of four important steps to insure success during the training process. Excellent article.

● "Conflict Managers In Action Video." San Francisco, CA: Community Board Program, 1987, videocassette, 13 minutes. (Community Board Program, $27.00 purchase)

(EM) This introduction to San Francisco's Conflict Manager Program consists of two newsclips--one from KQED-TV (the PBS affiliate) and the other from Cable News Network (CNN). Also included are interviews with two participating principals. Shows children during a training session enacting a role play and real playground conflicts with Managers at work.

● Conflict Managers Training Manual for Grades 3-6. San Francisco, CA: Community Board Program, undated. (Community Board Program, $15.00)

(E) A companion to Classroom Conflict Resolution Training for Elementary Schools (see above). Introduce conflict resolution to the whole class, then train a select group as Conflict Managers.

● Conflict Resolution: A Secondary School Curriculum. San Francisco, CA: Community Board Program, 1987, 300 pp. (Community Board Program, $42.00)

(MH) This superb 300-page curriculum can be taught as a separate unit or integrated with social studies and other subjects. Five chapters emphasize understanding conflict, conflict styles, the communication process, developing effective communication skills, and practice with several conflict resolution processes. Each chapter includes background information describing the key concept followed by a series of activities. The loose-leaf format makes removal and duplication of handouts and activities easy.

● Copeland, Noreen Duffey and Faith Garfield. Resolving Conflict: Activities for Children Ages 5-8. [K-3] Albuquerque, NM: New Mexico Center for Dispute Resolution, 1986, 23 pp. (NAME, $10.00)

(E) Two teachers wrote these activities. Noreen Copeland coordinates the Conflict Manager Program at Longfellow Elementary School in Albuquerque and Faith Garfield has taught in Santa Fe. Their collaboration results in a series of 13 original activities for kindergarden through third grade children. Lessons are organized into three areas: understanding conflict, understanding feelings and problem solving. Short 15 minute activities are clearly described and ongoing activities are suggested.

● Dana, Daniel and Cynthia S. John. Teacher Mediation: Skills for Settling Conflicts Between Students. Bloomfield, CT: Mediation Training Institute (International), 1986, 48 pp. (Mediation Training Institute)

(MH) This manual is given to teachers who participate in a seminar sponsored by Mediation Training Institute (International). It is designed for in-service training sessions in which teachers learn to conduct a structured mediation between conflicted students. The seminar and manual emphasize a five-step teacher mediation process and discuss three primary tasks for the teacher mediator.

● Davis, Barbara and Paul Godfrey. Fuss Busters Teachers Guide. [1-6] Asheville, NC: The Mediation Center, 1988, 43 pp. (NAME, $10.00) [Also in Setting Up a Program]

(E) A manual for elementary school teachers who want to implement Fuss Busters Peer Mediator projects. Its premise is that children, given the necessary instruction and direction, are capable of solving their own problems. The first part explores conflict, feelings, communication and anger. Part II gets down to the ABC's of solving conflicts--setting the stage, asking questions, brainstorming, choosing solutions that work for all. Exercises are scattered throughout as are role play suggestions. The manual is well written and directions are easy to follow.

● "Do You Referee When You Really Want to Teach?" Instructor, February 1977, pp. 55-58. (NAME, $1.00)

(EM) From the Children's Creative Response to Conflict, this article details how to organize a workshop for solving conflicts. Plenty of descriptions of exercises and games for skill building.

● Edleson, Jeffrey L. "Teaching Children to Resolve Conflict: A Group Approach." Social Work, Vol. 26, No. 6, November 1981, pp. 488-493.

(ALL) Outlines a three-stage training program for teaching conflict resolution skills. Results indicate that students and teachers observed positive changes in participants in the program.

● Einstein, Vivian. Conflict Resolution. St. Paul, MN: West Publishing Co., 1985, 127 pp. (West Publishing) [Also in Law Related Education]

(H) The author, a lawyer and professor at Chicago's John Marshall Law School, and the Chicago Public Schools collaborated to develop a tenth grade curriculum about conflict resolution. This manual is the result. It outlines three methods for conflict resolution: negotiation, mediation and arbitration. Five out of the nine chapters deal with negotiation--the process steps, methods and approaches, pervasive obstacles and how to overcome them, and a review of conflicts in children's stories (Brer Rabbit, Tom Sawyer's fence whitewashing, and several Aesop's Fables). Mediation and arbitration each get two chapters, and all chapters include an introduction to the concept and exercises with worksheets.

● "Fighting Fair: Dr. Martin Luther King, Jr. for Kids." Miami, FL: Grace Contrino Abrams Peace Education Foundation, videocassette, color, 18 minutes with teacher's guide. (Grace Contrino Abrams Peace Education Foundation, $74.95) [Also in Peace Education]

(ALL) About a coach who helps children resolve a conflict during a basketball game. Flashbacks to the civil rights movement and the life of Martin Luther King are used to teach principles of nonviolence. In the final scene, a group of 20 Miami youngsters perform "The Conflict Resolution Rap."

● Fogg, Richard. "Some Effects of Teaching Adolescents: Some Creative, Peaceful Conflict Resolution Strategies." Theory and Research in Social Education, Vol. 11, No. 1, December 1974, pp. 51-68.

(MH) Twenty-seven approaches to conflict resolution are included to indicate the inexhaustible number of means for dealing with conflict without using violence.

● Johnson, David W. and Roger T. Johnson. Creative Conflict. Edina, MN: Interaction Book Co., 1987, 575 pp. (Interaction Books, $40.00)
[Also in Cooperative Education]

(ALL) From the authors of many books on cooperative education, this excellent course for teachers combines all the authors know about structured controversy with what they are learning about conflict management. The combination is intellectually stimulating and fun. The course identifies four types of conflicts which can be managed by a five-step process. Not easy. The authors say, "This book includes many practical strategies as well as specific suggestions for teaching conflict procedures and skills to students. Doing so will not be easy. It will take training, perseverence and support. This training will be a good start, but it may take a year or two of experience before teaching students conflict procedures and skills becomes a natural part of your teaching."

● Judson, Stephanie, ed. A Manual on Nonviolence and Children. Philadelphia, PA: New Society Publishers, 1984, 160 pp. (New Society Publishers, $10.95)

(ALL) This is two books in one. The manual, which consumes 114 pages of the 160 total, was developed by the Nonviolence and Children Program of the Friends Peace Committee in Philadelphia. Its purpose is "to help children and adults establish an atmosphere in which they can resolve problems and conflict nonviolently." It focuses on five elements which create the desired atmosphere. They are: affirmation; sharing feelings, information, and experience; supportive community; problem solving; and enjoying life. Most activities about conflict resolution fall in chapters on affirmation, sharing, community and enjoying life. Grade levels are not indicated since the manual was written for adults who work with children in various educational settings. But exercises are easy to understand and follow, and teachers should have no trouble transposing them for specific grade levels.

● Kalmakoff, Sandy and Jeanne Shaw. Peer Conflict Resolution Through Creative Negotiation: A Curriculum for Grades 4-6. New Westminster, British Columbia: Social Peacemakers Education Project, 1987, 251 pp.
(Public Education for Peace Society, $10.00)

(E) This is a sequential curriculum of specially designed lessons which focus on negotiation. Negotiation was chosen over mediation, arbitration and conciliation not because it was better, but "because the negotiation process doesn't involve a third party. It allows children to take responsibility for the resolution of their conflicts and is thus potentially more personally empowering for those who use it." Twelve topic areas, each lesson takes 40 minutes to complete. For each, the authors provide role play activities, suggest lists and drawings for wall charts and offer clear graphics for copying.

● Kreidler, William J. Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6. Glenview, Illinois: Scott, Foresman and Company, 1984, 216 pp. (NAME, $10.95)

(E) Kriedler begins, "A teacher is a peacemaker." Then he describes a "peaceable classroom." It is a place where children cooperate, communicate accurately, tolerate difference, express feelings honestly, and respond to conflicts creatively. Each of the 200 exercises includes suggested grade level, a list of needed materials, step-by-step procedures and discussion starters. Many also include helpful hints, cautions, or recommendations for further study. Fourteen reproducible worksheets and game cards comprise the Appendix and the bibliography is extensive though not annotated. This is a book which respects both teacher and student and is committed to making their life together as lively and peaceful as possible.

● _____. "How Well Do You Resolve Conflict?" Instructor, Vol. 93, No. 5, January 1984, pp. 30-33.

(E) Techniques for teachers about resolving conflicts in the classroom. Strategies are outlined for working out differences among students or between a teacher and student, and for fostering cooperative attitudes among children.

● Lessons in Conflict Resolution, Grades 4-6. Albuquerque, NM: New Mexico Center for Dispute Resolution, 1986, 35 pp. (New Mexico Center for Dispute Resolution, $10.00)

(E) This is a 19-lesson unit on conflict resolution. It was designed to accompany an elementary school mediation program modeled after the Conflict Manager Program. It is an introduction to the concepts of conflict resolution, the steps to resolving conflict non-violently and it ends with a lesson on the "conflict manager" process. The materials were collected from other sources, which makes this a good introductory packet.

● Levy, Margaret J. and George C. Otero. Conflict Activity Cards. Denver, CO: CTIR Press, 1980, 40 pp. (Center for Teaching International Relations, $9.95)

(EM) This unit includes 55 brightly colored cards which contain different activities related to conflict. The cards are divided into three sections: pink for defining and identifying conflict; yellow for understanding escalation and threats; and blue for learning to handle different aspects of conflict. Cards relate the course to real-life situations. Perforated for easy separation.

● Loescher, Elizabeth. Conflict Management: A Curriculum for Peace K-12. Denver, CO: Cornerstone: A Center for Justice and Peace, 1983, 63 pp. (Cornerstone: A Center for Justice and Peace, $9.50)

(ALL) This curriculum for conflict management proceeds sequentially from conflict definition to problem solving. Activities reach beyond the classroon and incorporate myths, tall tales, and global education. The author believes conflict management skills are life skills. Her creative activities are good beginning places for teachers at all levels.

● Loescher, Elizabeth. How To Avoid World War III At Home: Conflict Management for the Family. Denver, CO: Cornerstone: A Center for Justice and Peace, 1986, 75 pp. (Cornerstone: A Center for Justice and Peace, $10.50)

(ALL) In this book Elizabeth Loescher builds on Conflict Management: A Curriculum for Peacemaking by taking conflict management activities and applying them to home situations. Written for parents, this book offers practical ways to turn tattlers and fighters into problem solvers. Chapters guide parents and children through steps of identifying conflict styles and lessons on fighting fair. Loescher looks at teen years, mixed messages about violence and non-violence, and ways in which ageist, racist, sexist, militaristic and nationalistic attitudes perpetuate conflict in the family.

● Long, Barbara Ellis, et al. "The Road Game." [4-12] Intercom, No. 107, July 1985, pp. 2-7.

(ALL) "The Road Game" is about competition and cooperation, teamwork and chaos, perception and misperception, communication and conflict resolution. All information necessary to play the game is provided as well as instructions for playing the game with a cultural bias.

● Louden, Suzanne. The Sunshine Series. [6 Volumes] Colorado Springs, CO: Sunshine Series. Kindergarten Level, 1988, 84 pp. First Grade Level, 1988, 109 pp. Second Grade Level, 1988, 102 pp. Third Grade Level, 1988, 110 pp. Fourth Grade Level, 1989, 110 pp. Fifth Grade Level, 1989, 110 pp. (Sunshine Series, $9.95 each) [Also in Interpersonal Skill Building]

(E) Each book stresses the same topics: developing and increasing self-concepts, appreciating individual differences, understanding one's and other's feelings, learning communication skills, problem solving and conflict resolution skills, accepting personal responsibility and creating a supportive atmosphere for learning. Bibliographies for each volume suggest further reading. Ann Forbes' graphics illustrate and worksheets are plentiful. The author observes that when "every teacher in our school is using the series, I have found that within two years after implementation, differences in how children feel about themselves, treat each other and resolve their conflicts are noted by the principal and staff members."

● Mapes, Kathleen B. A Manual for Teacher Training in Interpersonal Peacemaking. A Master of Arts Thesis, 1985, 191 pp. (Mapes, $18.50)

ALL The author asserts that teachers may be peacemakers, but noone has taught them how to go about making peace. Her manual sets out to provide some guidelines for training teachers. The manual (two thirds of the thesis) includes a Trainer's Guide, Training Workshop Activities, and an Appendix. The Guide has five subsections: learning theory, leadership for learning, planning for the workshop, implementing and evaluating the workshop. Each activity includes a list of needed materials, approximate time needed and discussion starters. The Appendix includes a bibliography, a list of pertinent organizations, a glossary, and an index.

● Marks, Jane. "There's Got To Be A Better Way." Parents, Vol. 62, No. 9, September 1987, pp. 106-114. (NAME, $1.25)

EM Five step outline for resolving disputes: identifying the problem, talking about it, generating options, choosing the solution, making the agreement firm. Includes discussion about the possibilities for peer mediation, mentions NAME and other resources.

● McSwain, Dianne. "Some Issues in Training Students to Become Conflict Managers." The Fourth R, Volume 14, April/May 1988, p. 8. (NAME, $.50)

EM Based on interviews with Jim Halligan and Gail Sadalla of San Francisco's Community Board Program, this article describes several issues they deem important in the training process.

● Mediator's Steps for Problem Solving. Ithaca, NY: Community Dispute Resolution Center, 1988, 5 pp. (NAME, $5.00)

EM Each page spells out one step in the problem solving process and suggests phrases and questions for the new mediator. Excellent training tool for guiding student mediators.

● Mock, Ron, ed. The Role Play Book: 32 Hypothetical Situations for the Practice of Interpersonal Peacemaking Skills. Akron, PA: Mennonite Conciliation Service, 1988, 114 pp. (Mennonite Conciliation Service, $12.00)

ALL These role plays are organized in order of complexity. They begin with simple listening exercises and move to complex disputes which can take several hours to resolve. The role play situations include interpersonal, family, congregational, workplace and community conflicts. And there is a section on victim/offender conflicts. A good resource for high school and college teachers.

● Nicholas, Frances Mary. Coping with Conflict: A Resource Book for the Middle School Years. [3-7] Cambs, England: Learning Development Aids, 1988, 163 pp. (Learning Development Aids, L9.95)

EM This book is a resource for teaching students about conflict from interpersonal to international levels. It discusses differences between cultures and how different peoples respond to conflict situations. Many activities and reproducible exercises illustrate the text. Appendices list songs, poems, children's fiction, and useful organizations.

● Palomares, Uvaldo and Ben Logan. A Curriculum on Conflict Management: Practical Methods for Helping Children Explore Creative Alternatives in Dealing with Conflict. La Mesa, CA: Human Development Training Institute, Inc., 1975.

EM This curriculum guides students through a wide choice of conflict management styles and proposes that conflict management become a deliberate and intentional process. Contents include lesson guides, role playing suggestions and activities.

● Pomainville, Martha, Cynthia Blankenship and Barbara Stanford. Conflict Resolution. New York: Bantam Books, July 1977, 21 pp. (Wilmington College Peace Resource Center, $.25)

HU This is a small booklet meant to be used by high school students and adults. It covers causes of conflict, active listening, negotiation strategies, group conflicts, conflict resolution styles, etc. Designed for eleven meeting sessions.

● "Project SMART: School Mediators' Alternative Resolution Team." New York, NY: Victim Services Agency, 1987, 11 pp. (NAME, $2.50)
[Also in Setting Up a Program]

MH A packet of information about one of the oldest and most successful school mediation programs. Descriptions of training procedures, clasroom seminars and staffing are included along with several New York Times articles about SMART programs.

● Prothrow-Stith, Dr. Deborah. Violence Prevention Curriculum for Adolescents. Newton, MA: Education Development Center, videocassette with teacher's guide. (EDC Publishing Center, $118.00 purchase, $63.00 rental)

(MH) This ten session course addresses violence and homicide among young people. The curriculum package includes an 80-page teacher's guide (not available without the videocassette). The curriculum acknowledges anger as a normal emotion, provides statistics about teenage crime (as victims and perpetrators), encourages students to evaluate the consequences of fighting, and offers opportunities to practice nonviolent conflict resolution skills.

● "Proud Mediation." Poughkeepsie, NY: Poughkeepsie Middle School, 1988, videocassette, 10 minutes. (Poughkeepsie Middle School)

(M) A videotape that shows how mediations are done by students. Completely directed and acted by students.

● Prutzman, Priscilla. "Creating a Positive Classroom Environment for Children." Momentum, Vol. 14, No. 4, December 1983, pp. 22-23.

(EM) Describes cooperation and affirmation activities designed to create a classroom environment in which children interact peacefully and resolve conflicts creatively. Exercises include cooperative drawing, group hand prints and shadow murals, student interviews, affirmation shows using video, and pantomime.

● Prutzman, Priscilla, M. Leonard Burger, Gretchen Bodenhamer, Lee Stern. The Friendly Classroom For a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children. Wayne, NJ: Avery Publishing Group, Inc., 1978, 109 pp. (NAME, $9.95) [Also in Interpersonal Skill Building]

(EM) In the seventeen chapters of this manual, exercises are presented sequentially to achieve three goals:

1. Develop a community in which children are capable and desirous of open communication;
2. Help children gain insight into the nature of human feelings, capabilities, strengths, to share their own feelings and become aware of their own strengths;
3. Help each child develop self-confidence about his/her ability to think creatively about problems and begin to prevent or solve conflicts.

Exercises move from "Getting Acquainted" (building community) to affirmation activities (building self-confidence) to creative conflict resolution (learning problem solving skills). The Appendix includes a report of CCRC's work in classrooms, some songs for classroom use, a bibliography, and an index. Throughout, the tone is gentle and clear.

● Riddle, Robin and Margaret Beernink. The Anatomy of Conflict, Grades 7-12. Stanford, CA: International Security and Arms Control Project, 1987, 47pp. (Stanford Program on International and Cross-Cultural Education, $7.95/text only; $12.95/text and 10 slides)

(MH) This four day unit picks at the bones of conflict: definitions, feelings about conflict, seeing various responses to it, etc. The authors believe "conflict is a complex force" in interpersonal and international relations, and the curriculum encourages critical and creative thinking, values exploration and interactive teaching methods.

● Role Play Packet. Ithaca, NY: Community Dispute Resolution Center, 1988, 13 pp. (NAME, $10.00)

(MH) Thirteen disputes with varying degrees of difficulty. The packet includes explanation about how to reproduce and make packets for role-play practice sessions.

● Schmidt, Fran and Alice Friedman. Creative Conflict Solving for Kids Grades 4-9. Miami, FL: Grace Abrams Peace Education Foundation, Inc., 1985, 40 pp. (Grace Contrino Abrams Peace Education Foundation, Inc., $14.95)

(EM) This guidebook is divided into two sections: A Teacher's Guide to Worksheets and Student Worksheets. The Teacher's Guide describes the concept and vocabulary for each worksheet and offers suggestions for additional activities which will reinforce each worksheet's lesson.

The second half of the book is packed with ready-to-copy worksheets illustrated with snappy graphics. "Bottling Up Emotions," "Reasonsable Risks," "Observing Conflict," "Strategies For Resolving Conflicts," "It Makes Me Angry," and "Stepping into Action" are a few examples from this section. The worksheet section begins and ends with "tests" to measure how much students know about and understand conflict resolution. No perforated pages for easy removal, but easy to fold for copying.

● SHARP Mediation Training Manual. Washington, DC: Center for Dispute Development, 1987, 14 pp. (Center for Dispute Settlement, $25.00)

(MH) This is the manual for students who participate in SHARP (Students Helping with Alternative Resolution Program). It explains how mediation works, the role of the mediator, and how to develop a written agreement. The style is clear and direct. Since the manual is a companion document for training, no exercises are provided. Those must be added by the teacher.

● "Sociocratic Model for Choosing Classroom Mediators." Sharing Space, November 1987. Reprinted in The Fourth R, Volume 14, April/May 1988, p. 1. (NAME, $.50)

(EM) An article by the people at Children's Creative Response to Conflict about how they choose mediators. In their model, students choose each other to become mediators. Neither adults nor administrators make selections. This approach trusts the wisdom of children, first and foremost.

● "Student Peer Mediation Video Demonstration: John Adams Middle School." Santa Monica, CA: Dispute Resolution School Mediation and Conflict Resolution Program, 1988, videocassette, 7:20 minutes. (Dispute Resolution Services, $21.95)

(M) This short video demonstration will give prospective student mediators a clear idea of how to mediate disputes. The students in the demonstration are good actors and good mediators, and the simple conflict situation is not trivialized.

● "Tell 'Em How You Feel." [K-4] Northbrook, IL: MTI Film and Video, videocassette, 19:30 minutes. (MTI Film and Video)

(EM) Six-year-old Adam Colson is angry and he takes his anger out on his friend Seth. While he's sulking by a stream near his house, a friendly troll named Grindlesnitch appears from under the bridge to ask what's wrong. He teaches Adam about the sources of anger (Adam's father had broken a promise about a fishing trip.), and how to say how he feels. Two other bickering puppets creep out of a nearby log and Grindlesnitch urges Adam to mediate their problem. He does, is successful, and everybody celebrates with popcorn. Adam goes home, apologies to Seth, explains his feelings to his parents, and goes fishing with his dad. Packed with concepts like win/win, lose/lose, and win/lose, and a clear demonstration of peer mediation by Adam and two puppets. Discussion guide included.

● Training Elementary School Conflict Managers (1985, 90 pp.); Training Middle School Conflict Managers (1986, 92 pp.); Training High School Conflict Managers (1986, 68 pp.). San Francisco, CA: Community Board Program. (Community Board Program, $15.00 each, High school manual available only to individuals who take part in training.)

(ALL) Each volume begins with training schedules and follows with clear, detailed explanations of activities. Each volume ends with suggestions for Student Folder Pages. Everything is ready-to-copy and easy to follow.

● Weider-Hatfield, Deborah. "A Unit in Conflict Management Communication Skills," Communication-Education, Vol. 30, No. 3, July 1981, pp. 265-273. [Also in Interpersonal Skill Building]

(MH) The author describes an interpersonal communication class in which students (1) become familiar with their personal conflict management style and (2) learn and practice a technique for managing conflict with a win-win approach. Details the author's six stages of the Managing Interpersonal Conflict (MIC) technique.

● When You Disagree. Akron, PA: Mennonite Conciliation Service, 1987, 60 pp. and 6 audiocassette tapes. (Mennonite Conciliation Service, $45.00)

(HU) This learning package is organized into 10 units which include exercises on personal conflict styles, collaborative skill building, group dynamics and conflict, congregational habits in dealing with conflict, and an introduction to the mediation process. Each audiotape is 16 minutes.

● Workshop on Negotiations: Leader's Guide. [High School and College] Washington, DC: Committee for National Security, 1987. (Committee for National Security, $65.00)

(HU) A tidy and thorough packet presented in a lively package. The workshop is an introduction to, not a study of, negotiation. It teaches the basic elements: identifying positions and interests, looking for values inherent in the dispute, and alternative solutions to meet everyone's interests. Anyone can lead the workshop because the packet is so well planned. Plenty of background material and ready-to-copy worksheets. Packet also includes a 40-minute videocassette, poster sized charts, and a copy of Getting to Yes: Negotiating Agreement Without Giving In by Roger Fisher and William Ury.

● Zimmer, Judith A., Elisabeth T. Dreyfuss and Artemus Carter. Conflict Management & Mediation Manual. [High School] Cleveland, OH: Cleveland-Marshall College of Law, 1987, 22 pp., plus four appendices. (Cleveland-Marshall College of Law, $6.00)

(H) A step-by-step manual for establishing a mediation program in a high school. Includes instructions for seven training days complete with worksheets and exercises. Appendices outline agendas for each training session, examples of mediation agreements, and ice-breaking activities.

INTERPERSONAL SKILL BUILDING

● Adamson, Lynn and Mary Anne Buchowski-Monnin. "Children's Creative Response to Conflict." History and Social Science Teacher, Vol. 20, No. 3-4, Spring 1985, pp. 88-90.

(EM) The Children's Creative Response to Conflict Program conducts workshops to help participants deal with conflict. Three themes are presented as the foundation for conflict resolution--cooperation, communication and affirmation.

● Aquino-Mackles, Alexis, David C. King, and Margaret S. Branson. Myself and Others [K-6]. New York, NY: Global Perspectives in Education, 1979, 70 pp. (Global Perspectives in Education)

(E) This manual is full of activities and ideas about communication skills, conflict, change and interdependence. It begins with a focus on the self and opens to include others. Interesting graphics and photographs illustrate the manual. A hands-on guide with clear directions.

● Chase, Larry. The Other Side of the Report Card. Glenview, IL: Scott, Foresman and Company, 1975, 243 pp. (Scott, Foresman, $12.95)

(EM) The author supports affective education--education that nurtures the emotional lives of children. He outlines twenty-four units about fear, tolerance, goal-setting, roles, moral judgment, self-concept, study skills, lying and decisions, and each unit has five or six activities. In the chapter, "Developing Your Own Lesson Plan," he gives hundreds more suggestions for activities about each topic. A bibliography and affective education film section are also included.

● Cihak, Mary K. and Barbara Jackson Heron. Games Children Should Play: Sequential Lessons for Teaching Communication Skills in Grades K-6. Glenview, IL: Scott, Foresman and Company, 1980, 240 pp. (Scott, Foresman, $12.95)

(E) Like Larry Chase, the authors support affective education and have written this manual to help children cope with a multi-option society. They define coping skills as: becoming aware of one's feelings, expressing feelings and needs, reading nonverbal cues to determine others' feelings, predicting consequences of behavior and resolving disputes verbally. Activities are to be used 2-3 times a week over a year. Reproducible graphics, charts, stories and worksheets are sprinkled liberally throughout the text. Perforated pages make removal easy and quick. This is a thorough and well-designed exploration of communication skills.

● Dorn, Lois and Penni Eldredge-Martin. Peace in the Family: A Workbook of Ideas and Actions. New York: Pantheon Books, 1983, 179 pp. (Wilmington College Peace Resource Center, $8.95)

(ALL) The authors were the coordinators of the Nonviolence and Children Program for Philadelphia's Friends Peace Committee, and this book is an outgrowth of their work. It offers ideas and exercises, practical programs and good examples for developing communication between family members on a daily basis.

● Feshbach, Norma Deitch, Seymour Feshbach, Mary Fauvre, and Michael Ballard-Campbell. Learning to Care: Classroom for Social and Affective Development. Glenview, IL: Scott, Foresman and Company, 1983, 69 pp. (Scott, Foresman, $9.95)

(EM) Another Scott, Foresman workbook based on affective education. The idea is to teach children social skills as well as academic ones and this manual pays close attention to empathy. Learning to Care involves three steps: identify and label emotions, understand another's point of view, and be aware of one's own feelings. Most of the 44 activities in this book are supported by graphically pleasing worksheets. All pages are perforated for easy removal and copying, and everything is carefully explained and designed.

● Fugitt, Eva D. "He Hit Me Back First!": Creative Visualization Activities for Parenting and Teaching. Rolling Hills Estates, CA: Jalmar Press, 1983, 101 pp. (Jalmar Press, $9.95)

(EM) Mostly, this is a book of exercises meant to help children learn more about themselves. Frustrated by rebelliousness and poor discipline in a large inner-city elementary school, the author determined that the only way to establish a positive learning environment was to help students understand and take responsibility for their own behavior. This book is a result of her work.

Six chapters are headed: Will-Choice, Feelings-Self-Esteem, Creative Imagination, Inner Authority, Academic Achievement and Death. Her Appendix discusses the study from which the book evolved and recommends directions for further study. The bibliography is not annotated, but is extensive.

● Haessly, Jacqueline. Peacemaking: Activities for Children, Book I. Milwaukee, WI: Milwaukee Peace Education, 1984, 32 pp. (Wilmington College Peace Resource Center, $3.50)

(E) A book of activities for children--one activity per brightly colored page. Word searches, cooperative games, one sentence stories, fill-in-the-blanks and poetry challenges are just a few examples.

● Hawley, Robert C. and Isabel L. Developing Human Potential: A Handbook of Activities for Personal and Social Growth, Vol. I and II. Amherst, MA: ERA Press, 1975, 1977, 92 pp. (Education Research Associates, $7.95)

(ALL) The authors believe that teachers have four functions: help students acquire competence in basic skills, increase awareness of students' potential, supply conditions favorable for growth, and tear down stagnating social forces which block growth. These books include personal growth activities for promoting personal awareness and identity, open communication in the classroom, and improved interpersonal relationships.

● Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Third Edition. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1986, 324 pp. (Interaction Book Co., $24.00)

(ALL) Chapters on self-disclosure, trust, communication skills, feelings, listening, resolving conflicts, negotiation among others include an introduction and many exercises to practice interpersonal skills. Easy to read, understand and use.

● Katz, Neil H. and John W. Lawyer. Communication and Conflict Resolution Skills. Dubuque, Iowa: Kendall/Hunt Publishing, Co., 1985, 176 pp. (Kendall/Hunt, $18.95 for the School/Family Edition)

(ALL) This is a well organized workbook which looks at communication theory, skill building and conflict management. The major communication skills presented are "reflective listening" and "assertion," (using I-statements). A 40-page section on conflict management focuses on interpersonal conflict.

● Louden, Suzanne. The Sunshine Series. [6 Volumes] Colorado Springs, CO: Sunshine Series. Kindergarten Level, 1988, 84 pp. First Grade Level, 1988, 109 pp. Second Grade Level, 1988, 102 pp. Third Grade Level, 1988, 110 pp. Fourth Grade Level, 1989, 110 pp. Fifth Grade Level, 1989, 110 pp. (Sunshine Series, $9.95 each) [Also in Teaching Conflict Resolution Skills]

(E) Each book stresses the same topics: developing and increasing self-concepts, appreciating individual differences, understanding one's and other's feelings, learning communication skills, problem solving and conflict resolution skills, accepting personal responsibility and creating a supportive atmosphere for learning. Bibliographies for each volume suggest further reading. Ann Forbes' graphics illustrate and worksheets are plentiful. The author observes that when "every teacher in our school is using the series, I have found that within two years after implementation, differences in how children feel about themselves, treat each other and resolve their conflicts are noted by the principal and staff members."

● McGary, Rita. "Student Forums: Addressing Racial Conflict in High School." Social Work in Education, Vol. 9, No. 3, Spring 1987, pp. 159-168. (NAME, $2.00)

Ⓗ Description of how Falls Church (Virginia) High School dealt with multi-cultural conflicts. The author was a key participant in the effort, so this account is first-hand.

● Miller, Rick, et al. Educating for Leadership K-4: A Series of Graded Curriculum Guides [5 Volumes]. Rockville, MD: Aspen Systems Corporation, 1982, K=129 pp., 1=113 pp., 2=157 pp., 3=163 pp., 4=115 pp. (Aspen Systems Corporation, $89.95 for 5 books, $19.95 for each volume)

Ⓔ Each volume in this excellent series includes structured learning experiences and ready-to-copy worksheets which focus on three aspects of citizenship: responsibility, choices and governance. All attempt to help children aged 5 to 10 grasp the subtleties of group decision-making. Activities are arranged sequentially and each unit consists of five or more learning experiences. Clear graphics, simple layout, good directions, easy-to-understand and compelling story/exercises and perforated pages for easy removal are a few examples of the quality of these publications.

● Nelson, Janice and Frances E. Aboud. "The Resolution of Social Conflict Between Friends." Child Development, Vol. 56, No. 4, August 1985, pp. 1009-17.

Ⓔ Investigates whether or not third and fourth grade students respond differently to conflicts between friends and non-friends. Concludes that conflicts between friends result in greater social development, more mature solutions.

● O'Neil, Libby and John Campbell. Ideas for Personal Development in the Senior School. New South Wales, Australia: Department of Education, 1986, 65 pp. (New South Wales Department of Education)

Ⓗ Teachers in New South Wales asked their administrators for materials to help high school students cope with the pressures of growing up. This manual is the result of their request. The authors describe activities for six major topic areas: getting acquainted, self-awareness and self-esteem, communication skills, group work, values and relationships. Ready-to-copy worksheets are included for inventive activities.

● Palomares, Uvaldo and Geraldine Ball. Human Development Program [K-4]. La Mesa, CA: Human Development Training Institute, Inc., 1972.

(E) The Human Development Program is designed to help children develop personal effectiveness, self-confidence and understanding of causes and effects in interpersonal relationships. The Program includes individual activity guides for each age/grade level. Within each guide are instruction units.

● Park, Mary Joan. Peacemaking for Little Friends: Tips, Lessons and Resources for Parents and Teachers. St. Paul, MN: Little Friends for Peace, 1985, 57 pp. (Wilmington College Peace Resource Center, $6.95) [Also in Peace Education]

(E) The bibliography in this book is a gem. It is fifteen pages of resources about parenting and peace in the family, books about self-esteem, diversity, age, handicaps, role models, stewardship, war, human justice and peace. Chapters and layout are equally satisfying. Problem solving techniques for children, classroom peace activities, six ways to prevent conflict, and peacemaking lessons for children are a few examples.

● Peachey, J. Lorne. How To Teach Peace to Children. Scottdale, PA: Herald Press, 1981, 32 pp. (Wilmington College Peace Resource Center, $1.45)

(EM) This is a practical resource for parents and families who want to build peaceful lifestyles in their homes and communities. Practical suggestions for teaching peace at home and suggestions for group discussions with adults.

● Personal Development K-12, Contact 19, Effective Communication. New South Wales, Australia: Department of Education, undated, 84 pp. (New South Wales Department of Education)

(ALL) Chapters offer exercises for defining communication, discovering personal communication styles, and effective communication. Since communication does break down in the real world and problems result, the authors offer exercises in negotiation, compromising, reflective listening, and looking for alternative solutions. The final chapter focuses on the classroom itself--how to develop effective communication there.

● Prather, Huth and Erlinda Martinez. "Asi Es Nuevo Mexico (This is New Mexico)." The Fourth R, Vol. 17, Oct/Nov 1988, p. 4. (NAME, $.50)

(ALL) A report about how leaders of a school mediation program in New Mexico incorporated Mexican and Native American values and ways of dealing with conflict into their training of student mediators. They stress the need for a cross-cultural approach.

● Prutzman, Priscilla, M. Leonard Burger, Gretchen Bodenhamer, Lee Stern. The Friendly Classroom For a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children. Wayne, NJ: Avery Publishing Group, Inc., 1988, 131 pp. (NAME, $9.95) [Also in Teaching Conflict Resolution Skills]

(EM) In the seventeen chapters of this manual, exercises are presented sequentially to achieve three goals:

1. Develop a community in which children are capable and desirous of open communication;
2. Help children gain insight into the nature of human feelings, capabilities, strengths, to share they own feelings and become aware of their own strengths;
3. Help each child develop self-confidence about his/her ability to think creatively about problems and begin to prevent or solve conflicts.

Exercises move from "Getting Acquainted" (building community) to affirmation activities (building self-confidence) to creative conflict resolution (learning problem solving skills). The Appendix includes a report of CCRC's work in classrooms, some songs for classroom use, a bibliography, and an index. Throughout, the tone is gentle and clear.

● Reasoner, Robert W., Building Self-Esteem: Administrator's Guide. Second Edition. Palo Alto, CA: Consulting Psychologists Press, Inc., 1986, 81 pp. (Consulting Psychologists Press Inc.)

(MH) Building Self Esteem outlines five personality characteristics necessary to self-esteem and motivation: a sense of security, a sense of identity, a sense of belonging, a sense of purpose, and a sense of personal competence. The author, superintendent of Moreland School District in San Jose, CA, suggests ways to develop each characteristic and provides worksheets.

● Sax, Saville and Sandra Hollander. Reality Games. New York: Macmillian, 1972.

(ALL) This book contains, among other things, activities to teach communication skills which can be applied to conflict resolution situations.

● Schmidt, Fran and Alice Friedman. Peace-Making Skills for Little Kids. [Preschool-2] Miami, FL: Grace Contrino Abrams Peace Education Foundation, Inc., 1988, 72 pp. (Includes curriculum, teacher's instructions, bibliography, I-Care-Cat puppet, audio cassette with I-Care-Cat's songs, and poster.) (Grace Contrino Abrams Peace Education Foundation, $49.95 complete package.) [Also in Peace Education]

Ⓔ Four concepts make up this curriculum: 1) The basis for a peaceful world is an environment where children become friends, learn to work and play cooperatively, and respect interdependence of all living things; 2) We are all the same, yet different. Learning to accept commonalities and celebrate differences is a key to peaceful communities. 3) Feelings link us together as a human family. 4) Peacemaking skills help us get along as responsible members of the human family. Activities galore tied to the audiocassette and I-Care-Cat puppet. Brief descriptions of goals, then page after page of ideas and projects for learning. Clear, direct. Wanda Slayton's annotated bibliography of children's books about peace is excellent.

● Schniedewind, Nancy and Ellen Davidson. Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class and Age Equity. Englewood Cliffs, NJ: Prentice-Hall Inc., 1983, 273 pp. (Prentice-Hall, $20.00)

ALL Establishing interpersonal and academic equity in the classroom is a tough job, but this book insists it can be done with a systematic and thoughtful exploration of feelings and attitudes about difference. Activities are sequential. First are skills for building trust, communication and cooperation. Then students learn to recognize stereotypes, discrimination and the 'isms.' The third phase guides students into local communities to examine institutional discrimination and to work on local projects. Worksheets are included. An impressive 12-page annotated bibliography presents curricula, media and human resources.

● Schuncke, George M. and Suzanne Lowell Krogh. Helping Children Choose: Resources, Strategies and Activities for Teachers of Young Children [K-3]. Glenview, IL: Scott, Foresman and Company, 1983, 153 pp. (Scott, Foresman, $10.95)

Ⓔ The authors wrote this book because they believe values and the valuing process need to be taught in the earliest grades. They suggest that three skills are necessary for social decision making--reasoning, empathizing and valuing. Chapters focus on effective techniques (role playing and small group discussion), stories with accompanying graphics in activities format, and theory (Piaget, Kohlberg, Damon, Selman). The bibliography is annotated.

● Takeshita, Carl. "Culturally Related Issues in School Mediation." The Fourth R, Vol. 17, Oct/Nov 1988, p.1. (NAME, $.75)

(ALL) The author directs school programs in Hawaii. In this fine article, he points out differences between Asian and Western cultures and argues that school mediators need to understand cultural differences.

● Ways and Means: An Approach to Problem Solving. Fourth Edition. Kingston-upon-Thames, England: Kingston Polytechnic, 1988, 151 pp. (Kingston Friends Workshop)

(ALL) The authors outline a step-by-step method for teaching relationship skills. They identify these skills as affirmation, communication, cooperation, creative thinking and problem solving. They end with a good annotated bibliography ranging from books about counseling and psychotherapy to books about conflict resolution.

● Weider-Hatfield, Deborah. "A Unit in Conflict Management Communication Skills," Communication-Education, Vol. 30, No. 3, July 1981, pp. 265-273. [Also in Teaching Conflict Resolution Skills]

(MH) The author describes an interpersonal communication class in which students (1) become familiar with their personal conflict management style and (2) learn and practice a technique for managing conflict with a win-win approach. Details the author's six stages of the Managing Interpersonal Conflict (MIC) technique.

CREATIVE PROBLEM SOLVING

● Alternative Solutions for Kids, Primary Level (1-3), 83 pp. and Alternative Solutions for Kids, Upper level (4-6), 61 pp. Providence, Rhode Island: Sojourner House, Inc., 1986. (Sojourner House, $75.00) [Also in Teaching Conflict Resolution Skills]

(E) The A.S.K. Program (Alternative Solutions for Kids) is designed to guide elementary level children through the process of learning social problem solving skills. This process includes 5 steps: recognizing and naming the problem, deciding on a desired outcome, generating alternative solutions, deciding on which solutions will work, picking a solution and trying it. Specific lesson plans, scripted for teachers. Supplementary materials suggested including puppets, posters and role plays.

● Casteel, J. Doyle. Learning to Think and Choose: Decision-Making Episodes for the Middle Grades (5-8). Glenview, IL: Scott, Foresman and Company, 1978, 161 pp. (Scott, Foresman, $12.95)

(EM) This book is about values clarification and decision making. The author proposes five skills for good decision-making: policy skills, consequential skills, outcome skills, critical skills, emotive skills. Episodes or stories in reproducible formats present students with situations for discussion. These "value sheets" are highly structured for small groups.

● Crary, Elizabeth. The Children's Problem Solving Series. (7 volumes) [2-5] Seattle, WA: Parenting Press, Inc., 30 pp. each. I want to play, 1982; I want it, 1982; I can't wait, 1982; My name is not Dummy, 1983; I'm lost, 1985; Mommy, don't go, 1986; Finders, Keepers, 1987. (Parenting Press, Inc., $5.20 each)

(E) These books present children with a problem to be solved. The choose-your-own-ending format is engaging and fun. One book deals with stealing, another with name-calling. All present children with options and choices in an entertaining and informative way. They are illustrated for children.

● Crary, Elizabeth. Kids Can Cooperate: A Practical Guide to Teaching Problem Solving. Seattle, WA: Parenting Press, Inc., 1979, 99 pp. (Parenting Press, Inc., $10.20)

(EM) In this book, Crary writes for adults and sketches exercises to encourage problem solving. Chapters include "How to Facilitate Problem Solving" (the basic steps), chapters about preschoolers and school-aged children, "How to Use Negotiation for Child-Parent Conflict." The Appendix has alot of games, worksheets and illustrations. A set of assessment games can give teachers and adults some ideas of how much children know about problem solving.

● Eberle, Bob and Bob Stanish. CPS for Kids: A Resource Book for Teaching Creative Problem-Solving to Children. East Aurora, NY: D.O.K. Publishers, 1985, 128 pp. (D.O.K. Publishers, $11.95)

(ALL) A lively, completely reproducible book about creative problem solving. The authors proclaim in their Introduction that "This book has been written, and the format designed, for busy people." Therefore, they move the reader quickly, efficiently and effectively through various skill-building exercises. Loaded with activities.

● Feldhusen, John F. and Donald S. Treffinger. Creative Thinking and Problem Solving in Gifted Education. Third Edition. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1977, 1985, 189 pp. (Kendall/Hunt, $14.95)

(ALL) This book presents ideas for teaching creative thinking and reviews a wealth of material on the subject. Information about reviewed material is thorough--where to order, target audience, teacher guides, etc.

● Gordon, William J.J. Synectics. New York: Harper and Row, 1961.

(ALL) Suggests that creating alternative solutions is an effective method for problem solving.

● Shure, Myrna B. and George Spivack. ICPS: A Mental Health Program for Four Year Old Nursery School Children: Training Script. San Francisco, CA: Jossey-Bass Publishers, 1971, 1982, 88 pp. (Hahnemann University)

(E) This curriculum, developed over a three year period in urban daycare classrooms, offers sequential lessons about human relationships and self-esteem in the form of problem solving games. The sequence begins with language and attentive skills. It moves through games that help children identify emotions, think about people in important ways, learn to gather information about others and think about options--causes, effects and consequences in human relationships. The whole program takes 20 minutes a day for three months.

● Weissberg, Roger P., Ellis L. Gesten, Nancy L. Liebenstein, Kathleen Doherty Schmid, Heidi Hutton. The Rochester Social Problem Solving (SPS) Program: A Training Manual for Teachers of 2nd-4th Grade Children. Rochester, NY: Primary Mental Health Project, 1980, 166 pp. (Primary Mental Health Project, $15.00)

(E) Five units comprise the curriculum of 40 lessons. Units emphasize feelings, problem identification, alternatives, consequences and the integration of problem solving behavior. Different teaching techniques are suggested: role play, discussion, videotape modeling, cartoon workbooks, games and flash cards, among others. Some ready-to-copy pages in this spiral-bound manual, but teachers have to develop most materials.

SECTION III

RELATED FIELDS

Peace Education

Cooperative Education

Law-Related Education

Special Education in Mediation

Dropout Prevention and Substance Abuse

PEACE EDUCATION

● Arnett, Ronald C. Dwell in Peace: Applying Nonviolence to Everyday Relationships. Elgin, IL: The Brethren Press, 1980, 156 pp. (Wilmington College Peace Center, $8.95)

(ALL) Assumes that nonviolence can be practiced everyday and draws from Buber, Gandhi, et al. to make his points.

● Berman, Shelley, ed. Perspectives: A Teaching Guide to Concepts of Peace [K-12]. Cambridge, MA: Boston Area Educators for Social Responsibility, 1983, 402 pp. (Boston Area ESR, $19.95)

(ALL) Educators for Social Responsibility researches students' attitudes toward nuclear issues, assesses educational materials, develops curricula and sponsors conferences and professional development programs. Perspectives is an excellent curriculum guide. It is divided into four parts--An Overview, the K-6 Classroom, the 6-12 Classroom, and a Bibliography and Resources section. The Guide examines peace and conflict, presents classroom activities to promote discussion and understanding of peace, and proposes peace through local action and global thinking. Also included are excellent illustrations which demonstrate issues of peace and conflict--periodical/newspaper articles, speeches, examples of propaganda and case studies.

● Bickmore, Kathy, Prill Goldthwait and John Looney. Alternatives to Violence, A Manual. Revised. Akron, OH: Peace Grows Inc., 1984, 1987, 126 pp. (NAME, $7.95)

(MHU) Twenty 45-minute workshop sessions are described in detail in this manual for adults and teenagers. The goals of the curriculum are to increase participants' understanding of the sources and forms of violence, to increase awareness of creative, nonviolent alternatives to violence, and to give participants enough background, confidence and skills to use nonviolent methods to resolve their own conflicts. Some graphics, clear directions, a good, strong sequence beginning with kinds of violence and ending with imaging a world without weapons. Lots of interpersonal skill building in between. The Appendix has cooperative games and a bibliography.

[NOTE: See Looney in this section for two other workbooks related to Alternatives for Violence.]

● Carpenter, Susan. A Repertoire of Peacemaking Skills. Peace Education Network of the Consortium on Peace Research, Education and Development (COPRED), 1977, 60 pp. (COPRED, $5.25) [Also in Teaching Conflict Resolution Skills]

(EM) The author sent a questionnaire to people working in peace-related fields and asked them to identify skills which they felt were important to peacemaking activities. This booklet is a compilation of their responses. The manual lists skills in six major categories: personal skills like patience, empathy, flexibility, assertiveness; clear and simple communications skills; analysis skills like problem identification and information gathering and processing; imaging skills; strategy skills like planning and implementation; education and training skills. Activities to learn and practice these skills abound. And the annotated bibliography and lists of resources are helpful.

● Condon, Camy et al. "Puppets for Peace." St. Louis, MO: Institute for Peace and Justice, 1984, 44 page Guidebook and 47 minute videocassette. (Institute for Peace and Justice)

(E) Videotape demonstrations of exercises help students and teachers learn how to do "participatory puppetry." Follow-up activities in the teacher guidebook are designed to further learning. Skits are presented sequentially--from interpersonal conflict resolution to international peace and the elimination of war. Clear layout and instructions make puppetry accessible to amateurs unused to the art form.

● "Fighting Fair: Dr. Martin Luther King, Jr. for Kids." Miami, FL: Grace Contrino Abrams Peace Education Foundation, videocassette, color, 18 minutes with teacher's guide. (Grace Contrino Abrams Peace Education Foundation, $74.95) [Also in Teaching Conflict Resolution Skills]

(ALL) About a coach who helps children resolve a conflict during a basketball game. Flashbacks to the civil rights movement and the life of Martin Luther King are used to teach pinciples of nonviolence. In the final scene, a group of 20 Miami youngsters perform "The Conflict Resolution Rap."

● Greiner, Rosmarie. Peace Education: A Bibliography Focusing on Young Children. Second Edition. 1984, 20 pp. (Greiner, $2.50)

(E) A bibliography of children's books about self-awareness, awareness of others, conflict resolution, love of nature, global awareness and imagination. A good guide to children's literature in this field.

● "I Can Make Peace: Stories and Songs About Making Peace." [K-6] Audiotape, 60 minutes. A project of the Mennonite Central Committee. (Wilmington College Peace Research Center, $7.00)

(E) This tape has stories from Africa, from the Bible, from various ethnic groups about ways children disagree then find ways to agree. Stories are interspersed with hummable songs which stay with you after listening. A good sign.

● Levy, Barrie. Skills for Violence-Free Relationships: Curriculum for Young People Ages 13-18. Santa Monica, CA: Southern California Coalition on Battered Women, 1984, 88 pp. (Southern California Coalition on Battered Women, $12.95 for shelters, $18.95 for other programs)

(MH) This manual was developed for educators, social workers and youth advocates. The activities in the manual aim to help teenagers understand what battering is, how and why it happens, how to confront it when it happens and, most importantly, how to keep relationships free from abusive behavior. The section on prevention includes chapters on defining roles in relationships, handling emotions, conflict resolution, support systems and how to help. Exercises throughout the curriculum are simple and easy to follow.

● Looney, John. Alternatives to Violence Workbook. Akron, OH: Peace Grows, Inc., 1986, 250 pp. (NAME, $13.95)

(MHU) This hardbound, loose-leaf workbook builds on Alternatives to Violence, A Manual (see Bickmore) by expanding on the twenty lessons presented in the first book. Ready to copy worksheets make up one third of this book. New case studies and discussion questions make up the rest. New is material added all the time since the cases are real-life situations in which individuals solve problems nonviolently.

● Looney, John. Teacher's Guide to Alternatives to Violence Workbook. Akron, OH: Peace Grows, Inc., 1987, 160 pp. (NAME, $7.95)

(MHU) Another loose-leaf format for curricula units to accompany the twenty lessons in Alternatives to Violence, A Manual and Workbook. Teachers are given plenty of room for notes, and blank pages are included to encourage teachers to send comments back to the publisher.

● Marquand, Robert. "Teaching for Peace." The Christian Science Monitor, January 31, 1986, pp. B1-B12.

(ALL) This 12-page Education Supplement focuses on peace studies--its history, its growth, its promise and its critics.

● McGinnis, James, et al. Educating for Peace and Justice: Volumes I-III. 7th Edition. St. Louis, Missouri: Institute for Peace and Justice.

(ALL) These manuals, developed by the Institute for Peace and Justice, set out a curriculum for Peace and Justice Education. Volume I (1985, 300 pp.) focuses on National Dimensions; Volume II (1984, 324 pp.) focuses on Global Dimensions; and Volume III (1984, 243 pp.) focuses on Religious Dimensions. All are organized by units or themes. Exercises and resources are abundant, carefully presented and clear. Material is not presented sequentially and teachers are urged to pick and choose among the units. All volumes are relevant to all grade levels including college, though Volumes II and III have been made more accessible to elementary school teachers, non-United States teachers, and adult/family education teachers. All are packed with ideas and suggestions.

● Park, Mary Joan. Peacemaking for Little Friends: Tips, Lessons and Resources for Parents and Teachers. St. Paul, MN: Little Friends for Peace, 1985, 57 pp. (Wilmington College Peace Resource Center, $6.95) [Also in Interpersonal Skill Building]

(E) The bibliography in this book is a gem. It is fifteen pages of resources about parenting and peace in the family, activities books, books about self-esteem, diversity, age, handicaps, role models, stewardship, war, human justice and peace. Chapters and layout are equally satisfying. Problem solving techniques for children, classroom peace activities, six ways to prevent conflict, and peacemaking lessons for children are a few examples.

● Pirtle, Sarah. An Outbreak of Peace. Philadelphia, PA: New Society Publishers, 1987, 386 pp. (New Society Publishers)

(M) "Why is peace such a dirty word for some people," asks 13-year-old Cassie. A young people's art display about peace leads to a plan to enlist an entire New England town in declaring "an outbreak of peace." A story for children and adults.

● Pirtle, Sarah, ed. Perspectives at Work: Fourteen Activities for Building Peacemaking Skills, Grades 1-6. Deerfield, MA: Traprock Peace Center, 1984, 44 pp. (NAME, $3.00)

(E) Based on the Perspectives curriculum from Educators for Social Responsibility (Shelley Berman), this booklet presents student art and writing samples illustrating student ideas about peace, cooperation and conflict resolution. Activities for grades 1-3 include making peace flowers, interviewing community builders, studying lives of famous peacemakers, etc. Activities for 4-6 graders include exploring a nonviolent future world, dramatizing decisions of famous peacemakers, making a time capsule, etc. Activities for 5-6 graders include cartooning and participation in "Name Gathering" during which students encounter different cultures. Each section begins with a brief summary of the assignments, followed by examples.

● Reardon, Betty A. Comprehensive Peace Education: Educating for Global Responsibility. New York: Teachers College Press, 1988, 121 pp. (Teachers College Press, $13.95)

(ALL) With a clear and articulate voice, Betty Reardon, a veteran of peace education, distinguishes between teaching for "negative peace" (the prevention of war) and educating for "positive peace" (the promotion of justice). She advocates curricula which outline both, but which stress the latter. The Appendix lists the significant works in the development of a pedagogy of peace.

● Reardon, Betty, ed. Educating for Global Responsibility: Teacher Designed Curricula for Peace Education, K-12. New York: Teachers College Press, 1988, 188 pp. (Teachers College Press, $12.95)

(ALL) This companion volume to Betty Reardon's book (see above) gives teachers accessible peace education materials. Reardon invited peace educators to send examples of their classroom curricula, then she edited and organized these materials. The result is this excellent resource for teachers, curriculum developers and anyone interested in peace education activities for students.

● Riddle, Robin, ed. Bibliography of Nuclear Age Educational Resources. [K-College] Stanford, California: Stanford Program on International and Cross-Cultural Education, 1988, 254 pp. (Educators for Social Responsibility, $16.00)

(ALL) This comprehensive, annotated bibliography describes 275 curriculum materials and textbooks, 35 games, 650 journal articles, 100 bibliographies and 475 resource organizations. Materials (all English language) and organizations represent 15 countries.

● Schmidt, Fran and Alice Friedman. Peace-Making Skills for Little Kids. [Preschool-2] Miami, FL: Grace Contrino Abrams Peace Education Foundation, Inc., 1988, 72 pp. (Includes curriculum, teacher's instructions, bibliography, I-Care-Cat puppet, audiocassette with I-Care-Cat's songs, and poster.) (Grace Contrino Abrams Peace Education Foundation, $49.95 complete package.) [Also in Interpersonal Skill Building]

(E) Four concepts make up this curriculum: 1) The basis for a peaceful world is an environment where children become friends, learn to work and play cooperatively, and respect interdependence of all living things; 2) We are all the same, yet different. Learning to accept commonalities and celebrate differences is a key to peaceful communities. 3) Feelings link us together as a human family. 4) Peacemaking skills help us get along as responsible members of the human family. Activities galore tied to the audiocassette and I-Care-Cat puppet. Wanda Slayton's annotated bibliography of children's books about peace is excellent.

● Stern, Lee. "Creative Response to Conflict and Violence." Fellowship, November 1978. (NAME, $.50)

(EM) An early description of the Quaker Project on Community Conflict out of which grew Children's Creative Response to Conflict and the Alternatives to Violence project. Makes a strong case for the need to involve children in peace keeping alternatives before they become violent members of society.

● Stern, Lee. "Tapping Children's Simple Wisdon." Fellowship, September 1983. (NAME, $.25)

(EM) An article about nonviolence and children and the challenge of enabling children to find ways to cooperate and communicate effectively.

● Weiss, Evelyn, Priscilla Prutzman and Nancy Silber. Children's Songs for a Friendly Planet K-6. Burnsville, NC: World Around Songs, Inc., 1986, 112 pp. (NAME, $6.75)

(E) One hundred and ten old and new songs from around the world make up this delightful volume. The 32 songs from foreign lands will promote global understanding. Songs of peace and songs about protecting the earth will enliven social and science studies and can serve as excellent discussion starters. Many songs have explanatory footnotes. Priscilla Prutzman's introductory chapter weaves ten songs together into a unit. She's done this to show teachers how they might use this book.

● Zarembka, David. "Ideas on Nonviolent Parenting." The Nonviolent Activist, September 1986, pp. 3-5. (NAME, $.75)

(ALL) A peaceful father explores ways to practice what he preaches. Discusses cooperation, communication and affirmation with humor and compassion.

● Zola, John and Reny Sieck. Teaching About Conflict, Nuclear War and the Future. Denver, CO: CTIR Press, 1984, 219 pp. (Center for Teaching International Relations, $18.95)

(MH) Three units comprise this curriculum guide: conflict, nuclear war, and future studies. Lessons move sequentially from an understanding of conflict to the breakdown of understanding (war) to a rebuilding (future studies). Activities are designed to be modified and each section includes student handouts. The authors also use group games to teach concepts.

COOPERATIVE EDUCATION

● Drake, Jackson M. "Navigating the Storms of Controversy." NASSP Bulletin, Vol. 68, No. 472, May 1984, pp. 82-86.

(MH) A fundamental aid in maintaining equilibrium in any classroom is making it possible for students to discuss controversial issues. Tips for managing controversy include anticipation, criticism and establishing procedures for processing discussions.

● Gluegelman, Andrew, ed. The New Games Book. Garden City, NY: Doubleday and Co., 1976, and More New Games, 1981.

(ALL) Games to build cooperation. Excellent sources, considered classics in the field.

● Graves, Drs. Nancy and Ted. Cooperative Learning: A Resource Guide. Santa Cruz, CA: International Association for the Study of Cooperation in Education (IASCE), 1987, 26 pp. (IASCE, $5.00)

(ALL) A comprehensive annotated bibilography on cooperative education with information about where to find materials. Highly recommended for anyone wishing to know more about this field.

● Johnson, David W. and Roger T. Johnson. Creative Conflict. Edina, MN: Interaction Book Co., 1987, 575 pp. (Interaction Book Co., $40.00) [Also in Teaching Conflict Resolution Skills]

(ALL) From the authors of many books on cooperative education, this excellent course for teachers combines all the authors know about structured controversy with what they are learning about conflict management. The combination is intellectually stimulating and fun. The course identifies four types of conflicts which can be managed by a five-step process. Not for the feint-hearted. The authors say, "This book includes many practical strategies as well as specific suggestions for teaching conflict procedures and skills to students. Doing so will not be easy. It will take training, perseverence and support. This training will be a good start, but it may take a year or two of experience before teaching students conflict procedures and skills becomes a natural part of your teaching."

● Johnson, David W. and Roger T. Johnson. Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning. Second Edition. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1987, 193 pp. (Interaction Book Co., $20.00)

ALL This book from the Johnson brothers stakes out plainly their preference for cooperative learning. But it also presents their views on how to get the most out of structured competition and structured individualized learning. They lay out exercises for all three approaches, address teacher concerns about classroom management including conflict management, and, as usual, speak clearly and respectfully to their readers.

● _____. "Structured Controversy: Making Conflicts Constructive in the Classroom." Educational Leadership, October 1986. (NAME, $5.00)

ALL An exploration of structured controversy including suggestions to teachers about how to prepare materials and conduct controversial discussions. The pitch is for cooperation and caring in the midst of disagreement and difference of opinion.

● _____. "The Socialization and Achievement Crisis: Are Cooperative Learning Experiences the Solution?" In L. Bickman (Ed.), Applied Social Psychology Annual 4. Beverly Hills, CA: Sage Publications, 1983, pp. 119-164. (NAME, $6.00)

ALL A summary of ten years of research on cooperative, competitive and individualistic learning situations. The authors conclude that cooperative experiences promote higher academic and social achievement.

● Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. Circles of Learning. Revised Second Edition. Edina, MN: Interaction Book Co., 1986, 124 pp. (Interaction Book Co., $10.00)

ALL An overview of cooperative learning strategies and their application in the classroom. An excellent introduction to the cooperative learning model.

● _____. Cooperation in the Classroom. Revised. [7-12] Edina, MN: Interaction Book Co., 1988. (Interaction Book Co., $25.00)

ALL The authors argue that competitive and individualized education are passé. Instead, they insist that cooperative learning is the future for American education. They carefully guide teachers through the process of structuring learning groups and teaching students necessary skills for cooperative learning. Activities from and stories about real teachers in real classrooms bring the theory home. Lots of worksheets and exercises. Written for middle and high school students/teachers.

● Johnson, David W., Roger T. Johnson and Karl A. Smith. "Academic Conflict Among Students: Controversy and Learning." In R. Feldman (Ed.), Social Psychological Applications to Education. Cambridge: Cambridge University Press, 1985. (NAME, $5.00)

ALL From the leading proponents of cooperative learning, an article about encouraging constructive controversy in the classroom. "Controversy sparks conceptual conflict," they summarize, and teachers can encourage constructive controversies by structuring learning activities cooperatively and thereby teaching students collaborative skills.

● Lentz, Theodore F. and Ruth Cornelius. All Together: A Manual of Cooperative Games. St. Louis: Lentz Peace Research Laboratory, 1950, 18 pp. (Lentz Peace Research Laboratory, $3.00)

ALL Written in 1950, before cooperative games and education models were part of the mainstream. A description of cooperative play. Many examples of games.

● Schniedewind, Nancy and Ellen Davidson. Cooperative Learning, Cooperative Lives: A Sourcebook of Activities for Building a Peaceful World. [5-12] Dubuque, Iowa: William C. Brown Co., 1987, 538 pp. (NAME, $25.00)

ALL The authors make a strong, convincing theoretical case for cooperative learning, then follow with dozens of reproducible worksheets, lively graphics and several hundred activities. While written for upper elementary and junior high school students, many activities, especially those in Chapters 6 and 7, are appropriate for high school students. A 13-page annotated bibliography lists hundreds of books, articles, curricula materials and organizations to guide readers further into the cooperative education field.

LAW-RELATED EDUCATION

● Davis, Albie. "Justice Without Judges." Update on Law-Related Education, Fall 1984, p. 35. (NAME, $2.25)

(MH) An introductory article about mediation in general--the rationale, history, and how the process works. A chart of advantages and disadvantages of dispute resolution mechanisms is also included as are resources for further information.

● Davis, Albie and Richard A. Salem. "Resolving Disputes: The Choice is Ours." Update on Law-Related Education, Vol. 9, No. 2, Spring 1985, p. 20. (NAME, $3.00)

(MH) An article addressed to law-related educators. The focus is on the adversarial nature of law-education. The authors outline five strategies for initiating mediation training alongside law-related education.

● Einstein, Vivian. Conflict Resolution. St. Paul, MN: West Publishing Co., 1985, 127 pp. (West Publishing) [Also in Teaching Conflict Resolution Skills]

(H) The author, a lawyer and professor at Chicago's John Marshall Law School, and the Chicago Public Schools collaborated to develop a tenth grade curriculum about conflict resolution. This manual is the result. It outlines three methods for conflict resolution: negotiation, mediation and arbitration. Five out of the nine chapters deal with negotiation--the process steps, methods and approaches, pervasive obstacles and how to overcome them, and a review of conflicts in children's stories (Brer Rabbit, Tom Sawyer's fence whitewashing, and several Aesop's Fables). Mediation and arbitration each get two chapters, and all chapters include an introduction to the concept and exercises with worksheets.

● Einstein, Vivian. Trail Advocacy. Wilmette, IL: Callaghan's and Company, 1984, 171 pp. (Callaghan's and Company)

(H) A book to introduce high school students to the litigation process and the American court system. The book contains information about trial advocacy procedures, rules of evidence, and other matters which describe litigation, then presents a mock trial problem for students who want to practice what they've learned. This is a thorough and clearly presented guide through the legal process.

● McMahon, Edward T., Judith A. Zimmer, Terrance W. Modglin, and Jean F. O'Neil. Teens, Crime and the Community. Washington, DC: National Crime Prevention Council, 1986, 129 pp. (National Crime Prevention Council)

(MH) This textbook was developed by the National Crime Prevention Council and the National Institute for Citizen Education in the Law. Its purpose is to tell secondary school students how they can make themselves, their families, their friends and their communities safer. All chapters (teens and crime, violent crime, drugs and alcohol, rape, child abuse, shoplifting, and the juvenile justice system among others) provide information and activities for discussion. The format is lively with some graphs and charts, and activities sections are highlighted.

● Nold, G. Paul. Social Studies Unit for Multigrades 4-5 or 4-5-6: Rights and Responsibilities in a Free Society. San Diego City Schools, 1972, 117 pp. (San Diego City Schools, $1.75)

(E) A major objective of this law-related unit is to teach positive and constructive methods for resolving conflicts. Explains why standards, rules and laws are necessary to resolving conflicts, suggests courthouse visits, mock trials, discussions of due process.

● Rogers, Nancy H. and Richard A. Salem. A Student's Guide to Mediation and the Law. New York: Matthew Bender & Co., Inc., 1987, 302 pp. (Matthew Bender, $19.95)

(U) This book addresses the legal, ethical and policy issues that have risen with the growth of mediation. It summarizes the mediation process then plunges into the ethical issues for mediators--confidentiality, tension between neutrality and fairness, enforced agreements, liability, and the place of mediation in criminal disputes. Written for law students, lawyers, mediators and teachers.

● Turner, Mary Jane and Lynn Parisi. Law in the Classroom: Activities and Resources. Revised. Boulder, CO: Social Science Education Consortium, Inc., 1984, 484 pp. (Social Science Education Consortium, $24.95)

(ALL) This large, spiralbound resource handbook is intended to help teachers (K-12) and resource persons make presentations to students about law and the justice system. It is packed with teaching ideas--over 90 activities with ready-to-copy handouts. Case studies, mock trials, simulation games, sample search warrants, chapters on criminal and civil law, and landlord/tenant contracts are just a few of the topics covered. The authors go out of their way to suggest ways teachers can use community resource persons and community-based materials (printed government pamphlets, special interest organizations' information packets, etc.). They also explain how fieldtrips can be especially useful for units on law-related education.

● Van Camp, Julie F. Courts and the Classroom: A Guide to Law-Related Education Programs Through the Court System. Concord, MA: LEAD, Inc., 1979, 186 pp. (LEAD, Inc.)

Ⓗ This manual was developed by over 100 educators, judges, probation officers, clerks, librarians, police officers, lawyers and others who participated in the Concord District Court's education program of 1978-79. It is a how-to guide to introduce high school students to the justice system, and it assumes a collaboration between schools and the courts. Students visit courtrooms, listen to lawyers argue cases, study rules of evidence and consequences of crime. The manual suggests questions for discussion after fieldtrips.

● Zimmer, Judith and Steven Huston. "Law Related Education: An Iowa Success Story." The Fourth R, Vol. 12, Dec/Jan. 1987-88. (NAME, $1.00)

Ⓗ An article about a law-related educational program at the State Training School, a juvenile correctional institution in Eldora, Iowa. Results are impressive: students know and understand the institution's rules better, are more involved in goverance, are more familiar with conflict resolution techniques.

SPECIAL EDUCATION IN MEDIATION

● Jarvis, Peter R., Kim G. Kay and L. Ramsey Weit. "Mediation and the Handicapped Child." Oregon State Bar Bulletin, January 1985, pp. 4-6. (NAME, $.75)

(ALL) An article about the Oregon Department of Education's adoption of a pioneering mediation program to resolve disputes between parents of handicapped children and school districts.

● Primm, Edith. Mediation of School Disputes in Georgia. Atlanta, GA: Justice Center of Atlanta, Inc., 1988, 27 pp. (Justice Center of Atlanta, $1.00)

(ALL) A description of how the Justice Center of Atlanta has mediated special education cases. The author includes copies of letters, a special education questionnaire sent to parents, teachers and school officials, and other analysis to support mediation of special education disputes.

● Singer, Linda R. and Eleanor Nace. "Mediation in Special Education: Two States' Experience." Ohio State Journal on Dispute Resolution, Vol. 1, Fall 1985, pp. 55-98. (NAME, $3.50)

(ALL) Article about whether or not disputes between special education students and schools can be mediated successfully. The authors answer with an enthusiastic "Yes," and use their studies of cases in Massachusetts and California to prove their point.

DROPOUT PREVENTION AND SUBSTANCE ABUSE

● Cirone, William J. "Students Are the Real Experts on the Fight Against Drugs." The Fourth R, Vol. 18, Dec/Jan 1988/89, p. 4. (NAME, $.50)

(MH) The school superintendent of Santa Barbara County (California) describes a unique gathering to consider substance abuse--one where students provide information and insight to government and court officials, educators, prevention workers, police and parents.

● Dropout Prevention: A Book of Sources. Columbia, Maryland: National Committee for Citizens in Education, 1987. (National Committee for Citizens in Education, $30.00)

(MH) This loose-leaf notebook is packed with the latest reports, articles, studies, programs, names and addresses, and lists of audio-visual materials about dropout prevention. The price includes updates throughout the year of purchase, newsletters, and an annual index.

● Henderson, Margie. "Substance Abuse and Mediation." The Fourth R, Vol. 18, Dec/Jan 1988-89, p. 3. (NAME, $.50)

(MH) This article describes how mediators can handle substance abuse (alcohol and drugs) when it becomes a factor in mediation. She describes the training needed and the special approach required to deal with addiction and the denial which characterizes it.

● Joyce, Daniel P. "Mediation: Impacting on Truancy and Dropouts in Cleveland." The Fourth R, Vol. 16, Aug/Sept 1988, p. 7. (NAME, $.50)

(MH) An article about how the Truancy Intervention Through Mediation (TIM) program works in Cleveland. School conflicts which often lead to truancy are identified early and addressed. Students feel heard and stay around.

● Longabaugh, Fritz. "Non-Violence Training for At-Risk Students." The Fourth R, Vol. 16, Aug/Sept 1988, p. 9. (NAME, $.75)

(MH) An explanation of how the Youth Empowerment Program (YEP) trains at-risk students in intra- and interpersonal skills. Eleven curriculum segments are listed and explained.

● Lynch, Judith. "California Youth Rehabilitation/Treatment Facilities: Evaluation of Training." The Fourth R, Vol. 15, June/July 1988, p. 4. (NAME, $1.00) [Also in Evaluating School Programs]

(MH) An overview of the Community Board Program's efforts in six California youth rehabilitation and treatment facilities. A summary of an evaluation of the programs' impact.

● Markwood, Alan. "The Role of Student Mediation Programs and Negotiation Training in the Prevention of Alcohol and Other Drug Abuse." The Fourth R, Vol. 18, Dec/Jan 1988/89, p. 1. (NAME, $.75)

(ALL) School mediation programs have a significant effect on student mediators by offering them meaningful and respected roles, improving their communication skills and offering an "alternative activity" that is drug free.

● Newmann, Fred M. "Reducing Student Alienation in High Schools: Implications of Theory." Harvard Educational Review, Vol 51, No. 4, November 1981, pp. 546-564. (NAME, $3.00)

(H) Newmann offers six guidelines for reducing student alienation, then assesses how 13 different types of schools measure against them. The guidelines are: voluntary choice, clear/consistent educational goals, small size, participation, extended and cooperative roles, and integrated work.

● Wheelock, Anne. "Mediation: An Alternative to Suspension." The Way Out: Student Exclusion Practices in Boston Middle Schools. A report by the Massachusetts Advocacy Center, November 1986, p. 100. (NAME, $.25)

(MH) An editoral which argues that "schoolyard mediation" can be an alternative to exclusionary practices in schools because it improves school climates and teaches students critical thinking skills.

● Wheelock, Anne. "Strengthening Dropout Prevention: The Role of School Mediation Programs." The Fourth R, Vol. 16, Aug/Sept 1988, p. 1. (NAME, $1.00)

(MH) Argues that conflict resolution programs can help students at risk of dropping out and can also serve to improve school climate and school "holding power." A realistic look at the possibilities, the limitations, and some sound recommendations to maximize impact.

● Wheelock, Anne and Gayle Dorman. Before It's Too Late: Dropout Prevention in the Middle Grades. Boston: Massachusetts Advocacy Center, 1988, 87 pp. (Massachusetts Advocacy Center, $9.00)

(MH) This is a joint report from the Massachusetts Advocacy Center and North Carolina's Center for Early Adolescence. It argues that caring and intelligent choices about vulnerable students in middle grades may save those students from dropping out of school. The authors examine current practices in middle schools--suspensions, retention in grade, tracking and ability grouping, and other "messages of rejection." They then look to characteristics of successful middle schools and suggest promising approaches to dropout prevention. The authors include conflict resolution programs in this promising category. The bibliography on dropout prevention is superb.

APPENDIX

DISTRIBUTORS AND PUBLISHERS

American Bar Association
Standing Committee on Dispute Resolution
1800 M Street NW
Washington, DC 20036
202-331-2258

Aspen Systems Corporation
1600 Research Boulevard
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for Social Responsibility
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Wilmette, Illinois 60091

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Fairfax, Virginia 22030
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and Peace
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Denver, Colorado 80218
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Cambridge, Massachusetts 02138

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Responsibility Metro
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Global Perspectives in Education
45 John St., Suite 1200
New York, New York 10038
212-732-8606

Grace Contrino Abrams Peace
Education Foundation, Inc.
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Miami, FL 33139

Greiner, Rosmarie
126 Escalona Drive
Santa Cruz, California 95060

Hahnemann University
Department of Mental Health Services
112 North Broad Street
Philadelphia, Pennsylvania 19102

Hale, Shelia
University of Oregon
Mediation Program
Suite 4 EMU
Eugene, Oregon 97403
503-686-4240

Institute for Peace and Justice
4144 Lindell Boulevard #400
St. Louis, Missouri 63108

Interaction Book Co.
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Edina, Minnesota 55435
612-831-9500

International Association for the
Study of Cooperation in Education
136 Liberty Street
Santa Cruz, California 95060
408-429-6550

Jalmar Press
45 Hitching Post Drive, Building 2
Rolling Hills Estates, California 90274

Justice Center of Atlanta
976 Edgewood Avenue NE
Atlanta, Georgia 30307
404-523-8236

Kendall/Hunt Publishing Co.
2460 Kerper Boulevard
PO Box 539
Dubuque, Iowa 52001

Kingston Friends Workshop
Quaker Meeting House
78 Eden Street
Kingston upon Thames, KT1 1DJ
England

LEAD, Inc.
177 Barnes Hill Road
Concord, Massachusetts 01742

Learning Development Aids
Duke Street
Wisbech, Cambs PE13 2AE
England

Lentz Peace Research Laboratory
1115 Magnet Avenue
St. Louis, Missouri 63132
314-993-2464

Magner, Clement L.
6522 N. 73rd Street
Milwaukee, Wisconsin 53223
414-765-2311

Mapes, Kathleen B.
c/o Bilingual Magnet
Middle School
501 East Sixth Street
Tucson, Arizona 85719

Massachusetts Advocacy Center
76 Summer Street
Boston, Massachusetts 02110
617-357-8431

M. Bender and Company, Inc.
11 Penn Plaza
New York, New York 10001
212-967-7707

Mediation Project
University of Massachusetts
425 Amity Street
Amherst, Massachusetts 01002

Mediation Training
Institute (International)
Teacher Mediation Training Project
112 Burr Mountain Road
Torrington, Connecticut 06790
203-482-5662

Mennonite Conciliation Service
21 South 12th Street
Akron, Pennsylvania 17501
717-859-1151

Miller, Suzanne
3901 Haven Avenue
Racine, Wisconsin 53405

Moral Education Resource Fund
Harvard Graduate School for Education
Larson Hall, 12 Appian Way
Cambridge, Massachusetts 02138

MTI Film and Video
420 Academy Drive
Northbrook, Illinois 60062

N.A.M.E.
National Association for Mediation
in Education
425 Amity Drive
Amherst, Massachusetts 01002
413-545-2462

National Committee for
Citizens in Education
10840 Little Patuxent, Suite 301
Columbia, Maryland 21044
301-997-9300

National Crime Prevention Council
733 15th St. NW, Suite 540
Washington, DC 20005
202-393-7141

New Mexico Center for Dispute Resolution
Mediation in the Schools Program
510 Second Street
Albuquerque, New Mexico 87102
505-247-0571

New Society Publishers
4527 Springfield Avenue
Philadelphia, Pennsylvania 19143

New South Wales Department of Education
Personal Development Unit
Special Program Directorate
New South Wales, Australia

Parenting Press, Inc.
7744 31st Avenue NE
Seattle, Washington 98115
1-800-922-6657

Poughkeepsie Middle School
PROUD Mediation
55 College Avenue
Poughkeepsie, New York 12603
914-471-5030

Prentice Hall Inc.
Englewood Cliffs, New Jersey 07632

Primary Mental Health Project
Center for Community Study
575 Mt. Hope Avenue
Rochester, New York 14620

Public Education for Peace Society
School Peacemakers Education Project
PO Box 2320
New Westminster, British Columbia
V3L 5A5 Canada

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